Joko Priyana
Arnys R Irjayanti
Virga Renitasari

SCAFFOLDING

English for Junior High School Students

Grade

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VIII

Penulis Joko Priyana
Arnys R Irjayanti
Virga Renitasari

Editor Suharso

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Diperbanyak oleh .....

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Sehubungan dengan terselesaikannya penulisan buku ini kami mengucapkan terima kasih kepada berbagai pihak yang telah memberikan dukungannya selama

proses penyusunannya. Secara khusus kami mengucapkan terima kasih dan penghargaan yang setinggi-tingginya kepada istri, anak, ayah, ibu, saudara-saudara, dan kekasih kami yang telah dengan sabar menyemangati langkah demi langkah dalam penulisan buku ini. Mohon maaf atas hari-hari libur dan akhir-akhir pekan yang tidak bisa kita lewatkan bersama dan terima kasih atas pengertiannya.

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Mei 2008

Penulis

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Mei 2008

Penulis

TABLE OF CONTENTS

KEY TO PRONUNCIATION

Vowel

Phonetics symbols	Examples	Pronunciation
iː	see	[siː]
i	any	[ˈeni]
e	ten	[ten]
æ	hat	[hæt]
ɑː	arm	[ɑːm]
ɒ	got	[gɒt]
ɔː	saw	[sɔː]
ʊ	put	[pʊt]
uː	too	[tuː]
ʌ	cup	[kʌp]
əː	fur	[fəː]
ə	ago	[əˈgəʊ]
eɪ	pay	[peɪ]
aɪ	five	[faɪv]
əʊ	home	[həʊm]
aʊ	now	[naʊ]
ɔɪ	join	[dʒɔɪn]
ɪə	near	[nɪə]
eə	hair	[heə]
ʊə	pure	[ˈpjʊə]

Consonants

Phonetics symbols	Examples	Pronunciation
p	pen	[pen]
b	bad	[bæd]
t	tea	[tiː]
d	did	[dɪd]
k	cat	[kæt]
g	got	[gɒt]

tʃ	chin	[tʃɪn]
dʒ	june	[dʒuːn]
f	fall	[fɔːl]
v	van	[væn]
θ	thin	[θɪn]
ð	then	[ðen]
s	so	[səʊ]
z	zoo	[zuː]
ʃ	she	[ʃiː]
v	vision	[ˈvɪʒn]
h	how	[haʊ]
m	man	[mæn]
n	no	[nəʊ]
s	sing	[sɪŋ]
l	leg	[leg]
r	red	[red]
j	yes	[jes]
w	wet	[wet]

LIST OF ABBREVIATION

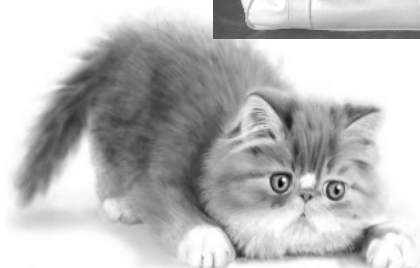
kb kata benda
kki kata kerja intransitive
kkt kata kerja transitif
ks kata sifat
kk kata keterangan

UNIT
1

DESCRIBING THINGS AND ANIMALS

In communicating with others we sometimes have to describe thing/s in order to give more information to the person we are talking with. Usually we describe something by mentioning its particular characteristics with adjectives. Do you know how to describe your things or your pets?

When you need somebody's help, you use some expressions of asking for goods and services. On the other hand, sometimes you have to respond to someone who asks you to do something for him/her. How do you say that?

What comes to your mind when you hear the words "lost and found advertisement"? The advertisement that you read may include a descriptive text such as its characteristic features or the physical appearance. Can you read and write such a text effectively? Learn such a text and more in this unit through challenging tasks.

A. Lead-in

Task 1 **Study the following objects carefully. Write the description of each object. Look at the example.**

a bucket
a chair
a comb
a dustbin
a helmet
a wardrobe

Picture 1.1 | Picture 1.2 | Picture 1.3

(a) *It is a purple bucket.* (b) ... (c) ...

Picture 1.4 | Picture 1.5 | Picture 1.6

(d) ... (e) ... (f) ...

B. Lesson Proper

Focus on Listening and Speaking

Listen carefully to the monologue on "Things in My Bag" (the listening script is in the Appendix). Then, answer the following questions.

1. Who is Putri?
2. What colour is her new bag?
3. What items has she got in her bag?
4. What is her pencil case like?
5. How many lessons will she have today?

Listen to the monologue in Task 2 once again. Then, study the following explanation.

In the monologue in **Task 2** you find the following phrases. Pay attention to the words in bold.

a **new red** bag
a **white** purse
a **plastic** pencil case
a **pink** pencil case

The words in bold in the phrases above are called Adjectives. They are used to describe things. You can put Adjectives to describe things in the following order.

Adjectives				Thing
Size	**Age**	**Colour**	**Material**	
big	old	black	wooden	table
small	new	white	plastic	basket
large		silver	aluminium	box
		green	iron	chair
		red		
		yellow		
		blue		
		purple		

Describe the following objects. Look at the example.

No.	Picture	Description
1.	Picture 1.7	It is *an antique red lantern.*
2.	Picture 1.8	It is .…
3.	Picture 1.9	It is .…

4.	Picture 1.10	It is ….
5.	Picture 1.11	It is ….
6.	Picture 1.12	It is ….

Task 5

Ask three of your classmates to describe things they have in their bags. Look at the example.

Your classmate's name	Things in his/her bag	Description
Adi	• *a book* • *a hat* • *a wallet*	• *It is a thick grey book.* • *It is a new white hat.* • *It is an old black wallet.*

Task 6

Study and practise the following phone conversation between Laila and her brother. Then, answer the questions.

Situation:
Laila is at school. She left her English book at home. She calls her brother and asks him to take it.

Laila's Brother	:	Hello, who's there?
Laila	:	Hi, it's me, Laila. Can you help me?
Laila's Brother	:	Sure. What can I do for you?
Laila	:	Would you take my English book to school for me, please?
Laila's Brother	:	Okay, which one is it?
Laila	:	It's the green one. There is a sunflower picture on it.
Laila's Brother	:	Where did you leave it?
Laila	:	I left it on the red couch. Could you come before 10.30?
Laila's Brother	:	All right. Is there anything else?
Laila	:	No, thank you. See you later.
Laila's Brother	:	See you.

Picture 1.13

Questions
1. Why does Laila call her brother?
2. How does she ask for her brother's help? What expression does she use?
3. How does her brother answer when Laila asks for help?
4. What book did Laila leave at home?
5. How does Laila ask her brother to take the book?
6. What does Laila say when she asks her brother to come before 10.30?

Study the dialogue in Task 6 once again. Then, pay attention to the following explanation.

In the dialogue in **Task 6** you find expressions with different functions. Here are the expressions presented in a table.

Expressions	Functions
• Can you help me? • Would you take my English book to school for me, please? • Could you come before 10.30?	Asking for goods/services
• Sure. • Okay. • All right.	Giving goods/services
• No, thank you.	Refusing goods and services

Here are some other examples.

Expressions	Functions
• Could you do me a favour? • Would you bring me my book, please?	Asking for goods/services
• Yes. What do you want me to do? • Yes, sure.	Giving goods/services
• No, thanks. • No, I can do it myself.	Refusing goods and services

Task 8

Study the explanation below.

In the dialogue in **Task 6** you find the word "book". How do you pronounce it?

book [bʊk]

The vowel letter 'o' is pronounced /ʊ/ when spelt –oo-.

Here are some other examples.

wood [wʊd]
good [gʊd]
look [lʊk]
took [tʊk]
foot [fʊt]

Task 9

In pairs, have a dialogue with your classmate. Ask him/her to do something for you. Look at the example.

1) Ask your classmate to help you do the painting.

   Wayan Legawa : Adi, could you help me do this painting?
   Adi : Yes, of course.

2) Ask your classmate to lend you his/her Biology book.
3) Ask your classmate to lend you his/her camera.
4) Ask your classmate to accompany you to the internet café.
5) Ask your classmate to help you clean the classroom.
6) Ask your classmate to help you do your homework.

Think of five things that you need from your classmates. Then, ask them if they can help you. Write down their responses in the table below.

No.	Things I need	Asking	Responding

Read the following advertisements on lost and found and discuss the meanings of the following words in small groups of four.

contact [ˈkɒntækt] *(kkt)*	: ...
immediately [ˈɪˈmi:dɪətli] *(kk)*	: ...
leather [ˈleðə] *(kb)*	: ...
marking [ˈmɑ:kɪŋ] *(kb)*	: ...
wallet [ˈwɒlɪt] *(kb)*	: ...

1.	I have lost my wallet. It is a black leather wallet with “D” initial. Its size is 10 x 7 cm. Inside the wallet are my Student Card (ID: Dyar Taradwipa), Rp 55,000.00 and my ATM Card. If you find it, please contact me immediately on 0274-547671. You can also see me at Jalan Diponegoro 28, Yogyakarta.

2. I have lost my shepherd. His name is Rumble. He is a 4-year-old male. He is a long-haired German Shepherd. The colour of his hair is black, with brown markings. He is 90 cm tall. If you find it, please call 540-377-9865 PLEASE-ANYTIME DAY OR NIGHT!

(Adapted from: www.globalspan.net)

3.

Picture 1.14

A novel was found at Strawberry Internet Café, Jalan Tentara Pelajar No.116 Surabaya. The novel is entitled *Perfume* by Patrick Süskind. There is also a photograph inside the pages. Please contact Teguh Prayitno (031-7655675) at Strawberry Internet Café, Jalan Tentara Pelajar No.116 Surabaya.

4. A cat was found at Rumah Makan Padang Nanrimbun Semarang. The cat is a cute white Persian female. Her weight is about 8 kg and her height is 40 cm. She has a white ribbon around her neck. Please contact Christina Wulandari (024-5456111).

Picture 1.15

FUN SPACE: JOKE

Fred : I've just lost my dog.
Eddy : Why don't you put an advertisement in the "Lost and Found" column in the newspaper?
Fred : What for? My dog can't read!

Notes:

The texts above are lost and found advertisements with the items described to some detail. They focus on the characteristic features of particular thing, e.g. animal, book. Descriptions are usually organized to include:

- an introduction to the subject of the description;
- characteristic features of the subject, e.g. physical appearance, qualities, habitual behaviour, significant attributes.

The common grammatical patterns of a description include:

- use of particular nouns, e.g. *my wallet, my shepherd, a cat*
- use of detailed noun groups to provide information about the subject, e.g. *Its size is 10 x 7 cm*; *The colour of his hair is black, with brown markings*; *It is a cute white Persian female*
- use of a variety of types of adjectives, e.g. *describing, numbering, classifying*
- use of relating verbs to provide information about the subject, e.g. *He is 90 cm tall*

Study the advertisements in Task 11 once again. Then, read the following statements. Write T if the statement is true and F if the statement is false. Correct the false statements. Look at the example.

No	Statements	T/F	Corrections
1.	There is Rp 55,500.00 in Dyar Taradwipa's wallet.	F	There is Rp 55,000.00 in Dyar Taradwipa's wallet.
2.	There are Student Card, ATM card, and a photograph in Taradwipa's wallet.		
3.	The lost shepherd has black markings.		
4.	Teguh Prayitno found a bottle of perfume at Strawberry Café.		
5.	Christina Wulandari found a cat of 40 Kg.		
6.	The lost Persian cat has a ribbon around its neck.		

Task 13

Study the rule below.

In the text in **Task 11** you find the following sentences:

- **A** novel was found at Strawberry Internet Café, Jalan Tentara Pelajar No.116 Surabaya. **The** novel is entitled *Perfume* by Patrick Süskind.
- **A** cat was found at Rumah Makan Padang Nanrimbun Semarang. **The** cat is a cute white Persian female.

We use '**a** novel/**a** cat' because this is the first time we talk about them. Then we use '**the** novel/**the** cat' because now we know which 'novel/cat' that we are talking about. Remember, using '**a**' or '**an**' depends on the sound that begins the next word. Here are some more examples:

- My parents have **a** cat and **a** dog. **The** dog never bites **the** cat but **the** cat often scratches **the** dog.
- I bought **an** umbrella yesterday. **The** umbrella is very nice.

Task 14

You have lost the following pets. How do you describe them? In groups of three, write the descriptions beside the pets. Look at the example.

• *It's a Dalmatian.* • *It has a red ribbon around its neck.*	Picture 1.16
	Picture 1.17

	Picture 1. 18
	Picture 1.19
	Picture 1.20
	Picture 1.21

Choose one of the lost animals in Task 14. Then, make an advertisement based on the animal you choose. Look at Task 11 as the model.

C. Homework

Task 16

Complete the following dialogue with the suitable expressions in the box.

Yes, of course	Would you help me take that book
Can you help me	No, thank you
Sure	Would you lend me this book

Situation:
Elizabeth is doing her homework with Fredy at Fredy's house.

Elizabeth : Fred, (1) …?
Fredy : (2) …. What can I do for you?
Elizabeth : (3) …? I cannot reach it.
Fredy : Which one do you mean?
Elizabeth : It is the one with the blue cover.
Fredy : Here you are.
Elizabeth : Thank you. 4) …?
Fredy : 5) …. Do you want to borrow another book?
Elizabeth : 6) ….

Task 17

Read the following text and complete the table with the correct information according to the text.

My lovely puppies

My dog, Betsy, gave birth to four puppies five months ago. The first is Robin. He is a big male. His hair is brown with black markings. I put a black ribbon on his neck. The second is a male too. I named him Oscar. He has brown hair with white markings. He has a white ribbon around his neck. The two other puppies are brown haired with no markings. They are female. They are Ruby and Opal. Ruby has a red ribbon on her neck while Opal has a pink ribbon. Even though they are not quite the same, they are all so cute. I love them all.

Name	Description

Find two texts which contain information about animals' descriptions. Rewrite them in your own words and present them to the class.

Find five pictures of animals, and then describe them. Stick the pictures on this table.

No.	Pictures of animals	Descriptions
1.		
2.		
3.		
4.		
5.		

D. Evaluation

Task 20

Describe objects and animals that you find in your house. Look at the example.

- bedroom
- garage
- dining room
- garden

Room	Objects	Description
• *bedroom*	• *a cupboard* • *a blanket* • *a pillow* • *a table* • *a mat*	• *It is a blue plastic cupboard.* • *It is a red woolen blanket.* • *It is a pink pillow.* • *It is a brown wooden table.* • *It is a white mat.*

Task 21

In pairs, have a dialogue with your classmates to ask for, give and refuse goods and services according to the following situations.

1. You need sports shoes to join a football match. Ask your classmate to lend you his sports shoes.
2. You cannot do your English homework. Ask your classmate to help you do your homework.
3. You need more jasmine to finish your bouquet. Ask your classmate to give you some.

E. Reflection

How much do you learn from this unit? Put a tick (√) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Asking for services and goods	☐	☐	☐
Giving services and goods	☐	☐	☐
Refusing goods and services	☐	☐	☐
Reading descriptive texts	☐	☐	☐
Writing descriptive texts	☐	☐	☐
Vocabulary	☐	☐	☐

F. Summary

In this unit you learn:

1. How to describe things, for example:

Adjectives				**Thing**
Size	**Age**	**Colour**	**Material**	
big small large	old new	black white silver green red yellow blue purple	wooden plastic aluminium iron	table basket box chair

2. **How to ask for, give, and refuse goods and services, for example:**

Asking for	Giving	Refusing
• Can you help me, please? • Would you bring me my book, please?	• Yes, sure. • Okay.	• No, thank you. • No, I can do it myself.

3. **The vowel letter 'o'**

The vowel letter 'o' is pronounced /ʊ/ when spelt –oo-.

4. **Descriptive texts**

A descriptive text is a text which focuses on the characteristic features of particular thing, e.g. animal, book. Descriptions are usually organized to include:

- an introduction to the subject of the description;
- characteristic features of the subject, e.g. physical appearance, qualities, habitual behavior, significant attributes.

5. **The article a/an**

The article **a** in '**a** cat/**an** umbrella' is used when we talk about them in the first time. Then we use article **the** in '**the** cat/**the** umbrella' after we know which 'cat/umbrella' that we are talking about.

G. Vocabulary List

advertisement [əd'və:tɪzmənt] *(kb)*	:	iklan
author ['ɔ:θə] *(kb)*	:	pengarang
borrow ['bɒrəʊ] *(kkt)*	:	meminjam
ceiling ['si:lɪŋ] *(kb)*	:	langit-langit
comb [kəʊm] *(kb)*	:	sisir
comfortable ['kʌmftəbl] *(ks)*	:	nyaman
contact ['kɒntækt] *(kkt)*	:	menghubungi
couch [kaʊtʃ] *(kb)*	:	sofa
curtain ['kə:tən] *(kb)*	:	tirai
decorate ['dekəreɪt] *(kkt)*	:	menghias
desk [desk] *(kb)*	:	meja
dustbin ['dʌstbɪn] *(kb)*	:	tempat sampah
fan [fæn] *(kb)*	:	kipas angin
hero ['hɪərəʊ] *(kb)*	:	pahlawan (pria)
heroine ['herəʊɪn] *(kb)*	:	pahlawan (wanita)
immediately ['ɪ'mi:dɪətli] *(kk)*	:	dengan segera
initial [ɪ'nɪʃl] *(kb)*	:	inisial
large [lɑ:dʒ] *(ks)*	:	besar
leather ['leðə] *(kb)*	:	kulit binatang
lend [lend] *(kkt)*	:	meminjami
marking ['mɑ:kɪŋ] *(kb)*	:	tanda
neighbour ['neɪbə] *(kb)*	:	tetangga
overload [əʊvə'ləʊd] *(kb)*	:	penuh
pencil case ['pensəlkeɪs] *(kb)*	:	kotak pensil
pillow ['pɪləʊ] *(kb)*	:	bantal
purse [pə:s] *(kb)*	:	dompet wanita
reach [ri:tʃ] *(kkt)*	:	menjangkau
ribbon ['rɪbn] *(kb)*	:	pita
stripe [straɪp] *(kb)*	:	garis
suitcase ['su:tkeɪs] *(kb)*	:	koper

tidy [ˈtaɪdi] (*ks*)	:	rapi
towel [ˈtaʊəl] *(kb)*	:	handuk
t-shirt [ˈtiːʃəːt] *(kb)*	:	kaos
vase [vɑːz] (*kb*)	:	vas
wallet [ˈwɒlɪt] *(kb)*	:	dompet
wide [waɪd] (*ks*)	:	lebar
wooden [ˈwʊdən] (*ks*)	:	dari kayu
wristwatch [ˈrɪstwɒtʃ] *(kb)*	:	jam tangan

UNIT
2

MY GORGEOUS IDOL

Do you have someone that you adore and he/she becomes your idol? Most of us admire someone who is known as a public figure. He/she could be a singer, an actor or an actress. How do you tell others about your idol? Can you tell others about his/her physical appearance? You can learn how to describe people in this unit. It contains descriptive texts about people.

We sometimes congratulate someone when he/she did something good, such as winning a competition. We also like to compliment someone when he/she looks great. How do you do that? Sometimes we also receive congratulations and compliments from others. How do you respond to them?

A. Lead-in

Task 1 **Look at the following celebrities. Do you know them? Who and what are they? Write your answers in the table. Look at the example. Work in pairs.**

Picture 2.1
a.

Picture 2.2
b.

Picture 2.3
c.

Picture 2.4
d.

Picture 2.5
e.

Picture 2.6
f.

a.	Hillary Duff	actress, singer
b.	…	…
c.	…	…
d.	…	…
e.	…	…
f.	…	…

B. Lesson Proper

Focus on Listening and Speaking

Listen carefully to the dialogue between Ida and Laila. Then, answer the questions. Compare your answers with a classmate's. The listening script is in the Appendix.

Situation:
Ida and Laila are talking about Sherina.

Picture 2.7

1. Who is Sherina?
2. How did Sherina look on TV last night?
3. How was her hair like?
4. What did she wear?
5. Why does Laila call Sherina the real idol?

Study the explanation below.

In the dialogue in **Task 2** you find the words "gown" and "gorgeous". How do you pronounce them?

gown [gaʊn]
gorgeous [ˈgɔːdʒəs]

The letter 'g' is pronounced /g/ when followed by 'o'. Here are some other examples.

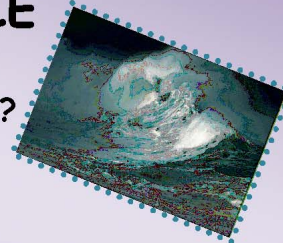
ago [əˈgəʊ]
go [gəʊ]
good [gʊd]
gossip [ˈgɒsɪp]

Listen carefully to the monologue about Daniel Radcliffe. While listening, complete the following text. Look at the example. The listening script is in the Appendix.

The Adorable Daniel Radcliffe

My idol is Daniel Radcliffe. His 1) *full* name is Daniel Jacob Radcliffe. His 2) … name is Dan. He was 3) … in Fulham, London, 23 July 1989. Dan has dark 4) … hair. The 5) … of his eyes are blue. His 6) … is about 168 cm. He is an 7) … and a humorous person. I 8) … him since his first appearance in "Harry Potter and The Sorcerer Stone". I think he is a 9) … actor.

Study and pronounce the following words. Then study and practise the conversation and answer the questions.

1. congratulations [kəngrætju:'leɪʃnz] (*kb*)	:	ucapan selamat
2. charming ['tʃɑ:mɪŋ] (*ks*)	:	mempesona
3. gown [gaʊn] (*kb*)	:	gaun
4. gorgeous ['gɔ:dʒəs] (*ks*)	:	menawan
5. cute [kju:t] (*ks*)	:	imut; manis
6. suit [su:t] (*kkt*)	:	cocok
7. competition [kɒmpə'tɪʃn] (*kb*)	:	kompetisi
8. captain ['kæptən] (*kb*)	:	kapten

Situation:
Elizabeth is celebrating her birthday with her classmates in her house.

Putri : Congratulations on your 13th birthday.
Elizabeth : Thank you.
Angelina : You look charming in that white gown.
Elizabeth : Thank you for saying so. You look sweet with that yellow hat.
Angelina : Thanks. Look, Fredy is coming! What a gorgeous boy!
Putri : He looks so cute with his new hair cut.
Elizabeth : Yes, you're right.
Fredy : Hi, Elizabeth. Congratulations on your birthday.
Elizabeth : Thank you. By the way, congratulations on winning the basketball competition. You're the best captain we have.
Fredy : Oh, not really.
Elizabeth : Anyway, let's start the party.

Picture 2.8

Questions

1. What does Putri say to congratulate Elizabeth on her 13th birthday?
2. What does Elizabeth say to respond Putri's congratulations?
3. How does Angelina compliment Elizabeth's gown?
4. What does Angelina say about Fredy?
5. What does Elizabeth say to congratulate Fredy?

Study the conversation in Task 5 once again. Then, pay attention to the following explanation.

In the conversation in **Task 5** you find expressions with different functions. Here are the expressions presented in a table.

Expressions	Functions
• Congratulations on your 13th birthday. • Congratulations on your birthday. • Congratulations on winning the basketball competition.	Congratulating someone
• You look charming in that white gown. • You look sweet with that yellow hat. • What a gorgeous boy! • He looks so cute with his new hair cut. • You're the best captain we have.	Complimenting someone
• Thank you. • Thank you for saying so. • Thanks. • Oh, not really.	Responding to congratulations and compliments

Here are some other expressions.

Expressions	Functions
• Congratulations! • Congratulations on … • Well done.	Congratulating someone
• What a ...! • That's a very nice dress. • You look so sweet.	Complimenting someone
• It's nice of you to say so.	Responding to congratulations and compliments

Study the rule below.

In the conversation in **Task 5**, you find the following sentences:

- You **look** charming in that white gown.
- He **looks** so cute with his new hair cut.

Those sentences use the **Present Simple** tenses. We use the present simple to talk about things in general. We are not thinking only about the present. We use it to say that something is true in general. Here is the pattern:

I/we/you/they	**look**
He/she/it	**looks**

Here are some other examples:

- I study in the Junior High School. My sister studies in the Senior High School.
- Sherina sings very well.

FUN SPACE: PROVERB

"Variety is the spice of life."

Work in pairs. Complete the following short dialogues, and then practise with your partner. Look at the examples.

1)

Picture 2.9

Elizabeth : That's a very nice pair of shoes.
Ida : *Thanks for saying so.*

2)

Picture 2.10

Putri : *Congratulations on winning the Math competition.*
Fredy : Thank you.

3)

Picture 2.11

Elizabeth : ….
Asep : Thank you very much.

4)

Picture 2.12

Putri : ….
Adi : Thank you.

5)

Picture 2.13

Laila : You look gorgeous in that green jacket.
Sanusi : ….

6)

Picture 2.14

Putri : ….
Ida : Thank you.

7)

Picture 2.15

Laila : ….
Ketut Tantri : Thanks.

8)

Picture 2.16

Ketut Tantri : Look at this, Dad. I got 10 for my English.
Dad : ….

9)

Picture 2.17

Putri : ….
Elizabeth : Thank you.

FUN SPACE: JOKE

Q : What's a teacher's favourite nation?
A : Expla-nation.

Focus on Reading and Writing

Task 9

Study and pronounce the following words. Then, in pairs use the words to fill in the blanks. Look at the example.

actor [ˈæktə] (*kb*)
appearance [əˈpiːərəns] (*kb*)
eye [aɪ] (*kb*)
friendly [ˈfrendli] (*ks*)
full [fʊl] (*ks*)
muscular [ˈmʌskjʊlə] (*ks*)
role [rəʊl] (*kb*)
straight [streɪt] (*ks*)

Tobey Maguire

Picture 2.18

Tobey Maguire is an American 1) *actor*. His 2) … name is Tobias Vincent Maguire. He is known for his 3) … as Peter Parker/Spider-Man in the Spider-Man film series. He stands about 172 cm. Besides, he has a 4) … body that can really figure a super hero. He has big round 5) … and black 6) … hair. His physical 7) … really supports his role as a super hero. Moreover, he is very 8) … that makes him loveable.

Notes:

As explained in **UNIT 1**, a descriptive text focuses on the characteristic features of a particular thing, e.g. a person, an animal, a thing. Descriptions are usually organized to include:

- an introduction to the subject of the description;
- characteristic features of the subject, e.g. physical appearance, qualities, habitual behaviour, significant attributes.

The common grammatical patterns of a description include:

- use of particular nouns, e.g. *an actor*
- use of detailed noun groups to provide information about the subject, e.g. *He has big round eyes and black straight hair*
- use of a variety of types of adjectives, e.g. *describing, numbering, classifying*
- use of relating verbs to provide information about the subject, e.g. *He stands about 172 cm*
- use of action verbs to describe the subject's behavior, e.g. *Moreover, he is very friendly that makes him loveable.*

After you complete the text on Tobey Maguire, read the following statements. Write T if the statement is true and F if the statement is false. Correct the false statements. Look at the example.

No.	Statement	T/F	Correction
1.	Tobey Maguire is an English actor.	F	He is an American actor.
2.	Maguire's real name is Peter Parker.		
3.	Maguire's height is 172 cm.		
4.	Maguire has slanted eyes.		
5.	Maguire has black curly hair.		
6.	Maguire is very cute.		

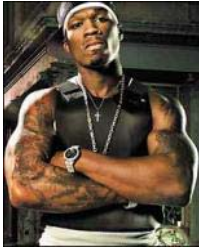
Task 11 **Study the following explanation.**

You can use the following words to describe a person's physical appearance.

Height	Body	Age	Hair	Face	Eyes
tall	slim	young	long	round	big
short	thin	old	short	oval	round
	fat	teenager	bald	square	blue
	muscular		straight	wrinkles	brown
			curly	pale	green
			wavy	bearded	hazel
			black	shaved	bright
			red		slanting
			brown		

Task 12 **Look at the following celebrities. Work in groups of three and describe their physical appearances. Look at the example.**

Picture 2.19 **Rain**	➢ He has slanted eyes. ➢ He has straight black hair. ➢ Has an oval face.

Pictures		
Picture 2.20 **Avril Lavigne**	Picture 2.21 **Shahrukh Khan**	Picture 2.22 **David Beckham**

Picture 2.23 **50 Cent**	Picture 2.24 **Beyonce Knowles**	Picture 2.25 **Agnes Monica**

Find the antonyms of the following words. Look at the example.

No.	Word	Antonym
1.	big	small
2.	tall	
3.	fat	
4.	strong	
5.	old	

Ask five of your classmates to describe the physical appearance of their idols. Then, write the result in the table.

No.	Your classmates	Their idols	Physical appearances
1.			
2.			
3.			
4.			
5.			

Report to the class the physical appearance of your idol.

Work in groups of three. Create greeting cards according to the situations given. Look at the example.

1) Fredy's parents are celebrating their 15th wedding anniversary. He and his little sister would like to make a greeting card.

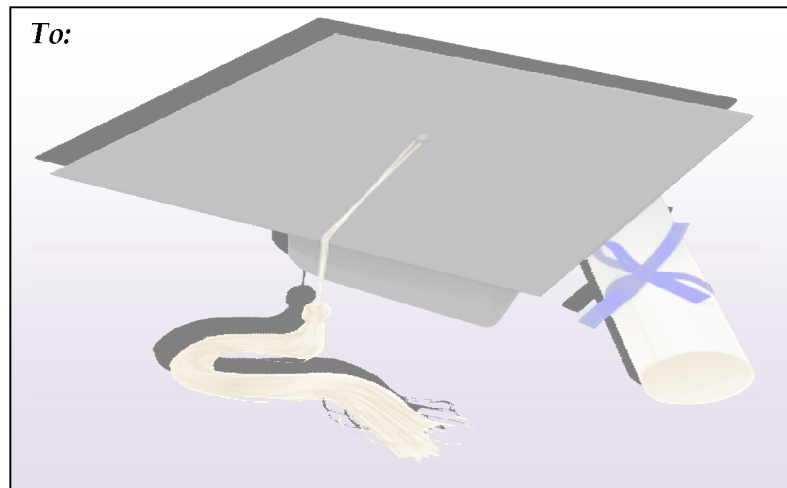
To: Mom & Dad

Congratulations on your 15th wedding anniversary. We wish you a happy life together.

From:
Fredy & Irene

2) Ketut Tantri is celebrating her 13th birthday. You would like to make her a greeting card.

To:

3) Sanusi's bother has graduated from the university. You would like to congratulate him by writing a greeting card.

4) Your classmate won the speech contest. You would like to congratulate him/her.

C. Homework

Task 17

Complete the following conversation with the suitable expressions in the box.

You also look nice in that vest Wow, you look so cute in that yellow skirt Bye Thank you for saying so Congratulations

Situation:

Ida won two free tickets to see Gita Guttawa's live performance in her town. She asked Laila to accompany her. Now, Ida is in Laila's house to pick her up.

Ida	: Laila, are you ready?
Laila	: Yes. 1) ….
Ida	: Thank you. Actually, this is my sister's skirt. Anyway, 2) ….
Laila	: 3) ….
Laila's sister	: Where are you going? A birthday party?
Laila	: No, actually we are going to see Gita Guttawa's performance. Ida won two free tickets and she gave one to me.
Laila's sister	: 4) …!
Ida	: Thank you. By the way, we have to leave now.
Laila's sister	: Okay. Have fun!
Laila & Ida	: Bye!
Laila's sister	: 5) …!

Find two texts about some actors or actress which contain their physical appearances. Rewrite the texts in your own words and present them to the class.

Work in groups of three. Watch a movie and pick five actors/actresses who play in it. Then, describe their physical appearances.

Movie title : …

No.	Names of actors/actresses	Physical appearances
1.		
2.		
3.		
4.		
5.		

D. Evaluation

Work in pairs and have a dialogue with your classmate according to the following situation.

1. Congratulate him/her on getting the leading role in the school drama.
2. Compliment his/her new look.

Write a short paragraph about your idol.

E. Reflection

How much do you learn from this unit? Put a tick (√) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Congratulating someone	☐	☐	☐
Complimenting someone	☐	☐	☐
Responding to congratulations and compliments	☐	☐	☐
Reading descriptive texts	☐	☐	☐
Writing descriptive texts	☐	☐	☐
Vocabulary	☐	☐	☐

F. Summary

In this unit you learn:

1. **How to express congratulations and compliments and responses to congratulations and compliments, for example:**

Congratulating	Complimenting	Responding to congratulations and compliments
• Congratulations! • Well done.	• What a ...! • That's a very nice dress.	• Thank you. • Oh, not really.

2. **The letter 'g'**

The letter 'g' is pronounced /g/ when followed by 'o'.

3. **How to describe people:**

Height	Body	Age	Hair	Face	Eyes
tall short	slim thin fat muscular	young old teenager	long short bald straight curly wavy black red brown	round oval square wrinkles pale bearded shaved	big round blue brown green hazel bright slanting

4. **Present Simple Tense**

> We use the Present Simple tense to talk about things in general. We are not thinking only about the present. We use it to say that something is true in general.

5. **Descriptive texts**

> A descriptive text focuses on the characteristic features of a particular thing, e.g. a person, an animal, a thing. Descriptions are usually organized to include:
> - an introduction to the subject of the description;
> - characteristic features of the subject, e.g. physical appearance, qualities, habitual behaviour, significant attributes.

G. Vocabulary List

bearded [ˈbiːədɪd] (*ks*) : berjenggot
captain [ˈkæptən] (*kb*) : kapten
charming [ˈtʃɑːmɪŋ] (*ks*) : mempesona
competition [kɒmpəˈtɪʃn] (*kb*) : kompetisi
compliment [ˈkɒmplɪmənt] (*kkt*) : memuji
confident [ˈkɒnfɪdənt] (*ks*) : percaya diri
congratulate [kənˈgrætjʊleɪt] (*kkt*) : memberi selamat
cute [kjuːt] (*ks*) : imut; manis
energetic [enəˈdʒetɪk] (*ks*) : enerjik
friendly [ˈfrendli] (*ks*) : ramah
gorgeous [ˈgɔːdʒəs] (*ks*) : menawan
gown [gaʊn] (*kb*) : gaun
lively [ˈlaɪvli] (*ks*) : aktif

muscular [ˈmʌskjʊlə] (*ks*) : berotot
performance [pəˈfɔːməns] (*kb*) : penampilan
role [rəʊl] (*kb*) : peran
slim [slɪm] (*ks*) : ramping
suit [suːt] (*kkt*) : cocok
vest [vest] (*kb*) : rompi
wavy [ˈweɪvi] (*ks*) : bergelombang
wrinkle [ˈrɪŋkl] (*kb*) : keriput

UNIT
3

WONDERFUL PLACES

In your daily life you often have to agree or disagree with something. How can you express your agreement and disagreement very well? Sometimes you want to invite someone to some places or occasions. How can you accept or decline if someone invites you?

The texts that you read may include descriptive texts of tourist spots around the world. Can you read and write such texts effectively? Learn those and more in this unit through challenging tasks.

A. Lead-in

Task 1

In pairs, study the following tourist attractions around the world. Do you know them?

Picture 3.1
a.

Picture 3.2
b.

Picture 3.3
c.

Picture 3.4
d.

Task 2

Match the tourist attractions in Task 1 with the descriptions below. Look at the example.

c	**Eiffel Tower** is the tallest structure in Paris. It is 348 m high. It weighs 7,300 tons.
	Sydney Opera House is located in Sydney, New South Wales. The Opera House covers 1.8 hectares of land. It is 183 m long and about 120 m wide.
	Kuta Beach is located in Bali. It is very famous in the world. It is because the sunset is very wonderful.
	Prambanan Temples are ancient Hindu temples in Central Java. They are called Thousand Temples. They were built in the mid-9th century during the Syailendra Dynasty.

B. Lesson Proper

Focus on Listening and Speaking

Task 3

Listen carefully to the monologue on Borobudur Temple. Then, fill in the blanks with the suitable words in the box. Look at the example. The listening script is in the Appendix.

monument	journey	attractions
century	celebrate	statues

Borobudur Temple

Borobudur is a Buddhist 1) *monument* in Central Java. It is one of the most interesting tourist 2) … in Indonesia. It was built in the ninth 3) …. Borobudur has 2,672 reliefs and 504 Buddha 4) …. The reliefs illustrate the 5) … of pilgrims to three levels in Buddhist cosmology. Those three levels are *Kamadhatu*, *Rupadhatu*, and *Arupadhatu*. Borobudur is still used for pilgrimage. Once a year Buddhists in Indonesia 6) … Vesak there.

(Adapted from: http://en.wikipedia.org)

Picture 3.5

FUN SPACE: PROVERB

"Rome wasn't built in a day."

Meaning: *It takes a long time to do a job properly.*

After you complete the information on Borobudur Temple, read the following statements. Write T if the statement is true and F if the statement is false. Correct the false statements. Look at the example.

No.	Statement	T/F	Correction
1.	Borobudur is located in East Java.	F	It is located in Central Java.
2.	Borobudur was built in the eighth century.		
3.	There are three levels in Buddhist cosmology.		
4.	Borobudur has 2,672 statues.		
5.	Borobudur is not used to celebrate Vesak.		

Listen carefully to the following dialogue and complete the missing information. Compare your answers with a classmate's. The listening script is in the Appendix.

Situation:
Sanusi and Ketut Tantri are talking about beautiful places in Indonesia.

Sanusi : Indonesia has so many beautiful places. They could attract many foreign tourists. Do you agree with me?

Ketut Tantri : 1) …. However, many of those places are still not well managed.

Sanusi : 2) …. The government should pay more 3) … to them. It's their duty to do that.

Ketut Tantri : 4) ….

Sanusi : Why?

Ketut Tantri : Well, it's not only the government's duty. It's also our 5) … to help them manage those potential places.

Task 6 **Study the rule below.**

In the dialogue in **Task 5** you find a sentence:

"The government **should pay** more attention to them."

'should pay' means that it would be a good thing to do. We often use **should + Verb 1** when we say what we think is a good thing to do or the right thing to do, for example:

- The movie is worth seeing. You **should see** it.
- **Should** we **ask** Laila to help us?

Task 7 **Study and practise the dialogues below. Then, pay attention to the explanation.**

1) Andi : This is a fantastic sight. Do you agree with me?
   Asep : I do. It's wonderful.

Picture 3.6

2) Ketut Tantri : I think all animals in the zoo should be locked up in cages.
   Sanusi : I don't think so. I think cages are only for wild animals.

Picture 3.7

In the dialogues you find expressions with different functions. Here they are.

Expressions	Functions
• I do.	Agreeing
• I don’t think so.	Disagreeing

Here are some other expressions you may use.

Expressions	Functions
• Yes, I agree. • I do. • That's a good idea.	Agreeing
• I don't agree. • I disagree. • That's not a good idea.	Disagreeing

Express whether you agree or disagree with these statements. Look at the example. Work in pairs.

1) Public buses should operate 24 hours a day.

Wayan Legawa : I think public buses should operate 24 hours a day.
Ketut Tantri : I don't think so.

2) The visitors should not feed the animals in the zoo.
3) There should be more dustbins in public places.
4) Smoking in public places is not polite.
5) People should not bring their pets to supermarkets.
6) People who throw a chewed bubble gum on the sidewalk should be sent to jail.

Task 9

Study and practise the following conversation. Then, answer the questions.

Situation:
Adi and his classmates are talking about their plans for holiday.

Adi : Have you got any plan for our holiday?
Sanusi : I have no idea. What about you, Fredy?
Fredy : I want to feel the fresh air.
Adi : I have an idea. My uncle lives in Bogor. Shall we spend our holiday there?
Sanusi : I'd love to.
Fredy : That would be great. What about you, Laila?
Laila : I'd love to, but my family and I are going to visit our grandparents in Banjarmasin.
Adi : That's okay.

Picture 3.8

Questions

1. How does Adi invite his classmates to go to Bogor?
2. What is Sanusi's answer to Adi's invitation?
3. How does Fredy respond to Adi's invitation?
4. Why does Laila refuse to join Adi and her classmates?
5. What does Laila say to refuse Adi's invitation?

Task 10

Study the conversation in Task 9 once again. Pay attention to the following explanation.

In the conversation in **Task 9** you find expressions with different functions. Here are the expressions presented in a table.

Expressions	Functions
• Shall we spend our holiday there?	Inviting someone
• I'd love to. • That would be great.	Accepting an invitation
• I'd love to, but …	Declining an invitation

Here are some other examples you may use.

Expressions	Functions
• Would you like to come to …? • Could you come to …? • Come and …	Inviting someone
• I would. Thank you very much.	Accepting an invitation
• Thank you very much for inviting me, but … • I'm sorry, I can't.	Declining an invitation

Study the explanation below.

In the conversation in **Task 9** you find the word "great". How do you pronounce it?

great [greɪt]

The letter 'g' is pronounced /g/ when followed by –r-. Here are some other examples.

agree [ə'gri:]
grade [greɪd]
grape [greɪp]
green [gri:n]
ground [graʊnd]

Work in pairs and have a dialogue with your classmate based on the following clues. Look at the example.

1. invite/Borobudur temple/accept

Angelina : Shall we go to Borobudur temple tomorrow?
Putri : That would be great.

2. invite/Kuta Beach/refuse
3. invite/cinema/accept
4. invite/birthday party/accept
5. invite/firework festival/refuse

Focus on Reading and Writing

Task 13 **Read the following text about Sydney Opera House and answer the questions.**

Sydney Opera House

Generic structure

Sydney Opera House

Definition and time

The Sydney Opera House is a large performing art place. It becomes an Australian icon. It was established in 1973. It is located in Sydney, New South Wales, Australia.

Description of physical features

The Sydney Opera House covers 1.8 hectares of land. It is 183 m long and about 120 m wide. The building can load 25,000 people.

The Concert Theatre and Grand Organ

Description of purpose

The Opera House is a place for large theatrical productions. It is the home of Opera Australia, the Sydney Theatre Company and the Sydney Symphonyan.

Description of features

There are five theatres in Sydney Opera House. There are also five rehearsal studios, two main halls, four restaurants, six bars, and many souvenir shops. The design of the Opera House is very unique. The roof looks like giant shells.

Sydney Opera House at Night

Description of use

Besides for theatrical productions, the Opera House is also used for other functions. It is used for weddings, parties, and conferences.

(Adapted from: www.wikipedia.org)

Questions

1. When was Sydney Opera House built?
2. Where is Sydney Opera House located?
3. How many theatres are there in Sydney Opera House?
4. How does the roof of Sydney Opera House look like?
5. What are the other functions of the Opera House?
6. What makes the Opera House unique?

Notes:

As it is explained in **UNITS 1** and **2**, a descriptive text focuses on the characteristic features of a particular thing, e.g. a person, an animal, a thing. Descriptions are usually organized to include:

- an introduction to the subject of the description;
- characteristic features of the subject, e.g. physical appearance, qualities, habitual behaviour, significant attributes.

The common grammatical patterns of a description include:

- use of particular nouns, e.g. *an Australian icon*
- use of detailed noun groups to provide information about the subject, e.g. *It is 183 m long and about 120 m wide*
- use of a variety of types of adjectives, e.g. *describing, numbering, classifying*
- use of relating verbs to provide information about the subject, e.g. *The Sydney Opera House covers 1.8 hectares of land*
- use of action verbs to describe the subject's behavior, e.g. *The design of the Opera House is very unique*
- use of similes, metaphors and other types of figurative language, particularly in literary descriptions, e.g. *The roof looks like giant shells*

Guess the meaning of the following words according to the text in Task 13. You may open your dictionary if necessary.

No.	Words	Meanings
1.	design [dɪ'zaɪn] (*kb*)	
2.	establish [ɪ'stæblɪʃ] (*kk*)	
3.	famous ['feɪməs] (*ks*)	
4.	giant ['dʒaɪənt] (*ks*)	
5.	hall [hɔ:l] (*kb*)	
6.	icon ['aɪkən] (*kƀ*)	
7.	roof [ru:f] (*kb*)	
8.	souvenir [su:və'ni:ə] (*kb*)	
9.	theatrical [θɪ'ætrɪkl] (*ks*)	
10.	unique [ju'ni:k] (*ks*)	

Open your dictionary. Pronounce the following words, and then find the synonyms. Look at the example.

No.	Words	Synonyms
1.	unique	exclusive
2.	giant	
3.	large	
4.	icon	
5.	establish	
6.	famous	

Fill in the blanks with the suitable words in the box. Look at the example.

town	blooms	fresh	people	size

Manna, an Unforgettable Small Town

Manna is a small 1) *town* in South of Bengkulu. It lies between Bukit Barisan Hills and The Hindi Ocean. It has 2) … air and clean water. The 3) … here are very friendly. The houses are mostly in white and blue. Manna city is also known for its strange flower, Rafflesia. It is the biggest flower in the world. Its 4) … is 1.40 m in diametre. It 5) … only once a year. Rafflesia is from the name of a British Governor, Sir Thomas Stanford Raffles.

Picture 3.9

Task 17

Ask five of your classmates to mention and describe three of their favourite tourist attractions. Then, write the result in this table.

No.	Your classmates	Favourite tourist attractions	Descriptions
1.			
2.			
3.			
4.			
5.			

Task 18

Based on the result in Task 17, choose one of the tourist attractions and write a short text that describes about the place. Ask your classmate to help you give more information about the place.

Find adjectives in the following puzzle, and list your findings.

R	C	O	M	M	O	N	B	I	G	K
O	G	H	D	C	L	J	E	F	L	A
L	R	Y	I	G	D	W	A	B	N	M
S	E	A	N	T	I	Q	U	E	R	A
M	A	X	A	D	E	E	T	O	K	Z
A	T	T	R	A	C	T	I	V	E	I
L	W	O	N	D	E	R	F	U	L	N
L	V	Z	D	K	V	B	U	P	N	G
S	F	A	M	O	U	S	L	A	M	J
I	P	U	N	I	Q	U	E	N	H	O

1. common
2. …
3. …
4. …
5. …
6. …
7. …
8. ...
9. …
10. …
11. …
12. …

C. Homework

Task 20 **Complete the following dialogue with the suitable expressions in the box.**

I think it's not a good idea. That would be great. That's a good idea. Shall we study together at my house

Situation:
Adi and his classmate plan to study together.

Adi : How about going to the beach this afternoon?
Asep : 1) …. What do you think, Sanusi?
Sanusi : 2) …. Tomorrow we will have a Math exam.
Asep : Oh my God! How could I forget about that?
Adi : Okay, I think we should study hard.
Sanusi : 3) …? My brother can help us.
Adi : 4) ….

Task 21 **Read the following text. Then answer the questions.**

Keukenhof Flower Park

Keukenhof Flower Park is also known as the Garden of Europe. It is situated near Lisse, Netherlands. It is the world's largest flower garden. Keukenhof is more than 150 years old. Its first grounds were founded around 1840.

Picture 3.10

Everyone who loves flowers knows Keukenhof Flower Park. There are so many kinds of beautiful flowers. There are approximately 54,520 acres of parkland planted with tulips and other bulbs. Keukenhof is open from the last week of March to mid-May. The best time to view the tulips is around mid-April. However, it depends on the weather. In seven weeks Keukenhof has about 800,000 visitors.

(Adapted from: http://www.kaben.dk)

Questions

1. What is the other name of Keukenhof Flower Park?
2. Where is Keukenhof located?
3. How old is Keukenhof Flower Park?
4. When is Keukenhof open?
5. When is the best time to view the tulips?

Write invitation letters to your classmate based on the situations given. Look at the example.

1) You are the secretary of the committee of study tour to Lombok. You would like to invite Andi, a member of the committee, to join the meeting for the preparation of the study tour. The meeting will be held on 9 June 2008 at 3 p.m. at the school library.

To : Andi

Come and join the meeting on the preparation for the study tour to Lombok.

Day : 9 June 2008
Time : 3 p.m.
Place : School Library

We do appreciate your participation. Thank you.

The Committee

2) You are celebrating your birthday. You would like to hold a birthday party at your house. You want to invite one of your classmates to come. Decide the day, time, and place of the party.

To : ....

....

Day : ....
Time : ....
Place : ....

....

....

3) You and your family are going to move to another city. You would like to hold a farewell party before you leave. You want to invite one of your classmates to come. Decide the day, time, and place of the party.

To : ....

....
....

Day : ....
Time : ....
Place : ....

....

....

Find two descriptive texts about tourist resorts in magazines or newspapers. Rewrite them in your own words and present them to the class.

D. Evaluation

Work in pairs. Have a dialogue with a classmate. Express your agreement and disagreement with your school regulations.

Write a short text about one of the tourist resorts in your province or district.

E. Reflection

How much do you learn from this unit? Put a tick (√) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Expressing agreements	☐	☐	☐
Expressing disagreements	☐	☐	☐
Inviting someone	☐	☐	☐
Accepting invitations	☐	☐	☐
Declining invitations	☐	☐	☐
Reading descriptive texts	☐	☐	☐
Writing descriptive texts	☐	☐	☐
Vocabulary	☐	☐	☐

FUN SPACE: TRIVIA

It is not true that the Great Wall of China is the only man-made structure that can be viewed from space - many man-made objects, including the Dutch polders, can be viewed from space.

F. Summary

In this unit you learn:

1. How to agree or disagree with something, for example:

Agreeing	Disagreeing
• Yes, I agree. • I do. • That's a good idea.	• I don't agree. • I disagree. • That's not a good idea.

2. How to invite someone, accept, and decline an invitation, for example:

Inviting	Accepting	Declining
• Shall we spend our holiday there? • Would you like to come to …? • Could you come to …? • Come and …	• I'd love to. • That would be great. • I would. Thank you very much.	• I'd love to, but … • Thank you very much for inviting me, but … • I'm sorry, I can't.

3. Should + Verb 1

We often use should + Verb 1 when we say what we think is a good thing to do or the right thing to do.

4. The letter 'g'

The letter 'g' is pronounced /g/ when followed by –r-.

5. Descriptive texts

A descriptive text focuses on the characteristic features of a particular thing, e.g. a person, an animal, a thing. Descriptions are usually organized to include:

- an introduction to the subject of the description;
- characteristic features of the subject, e.g. physical appearance, qualities, habitual behaviour, significant attributes.

G. Vocabulary List

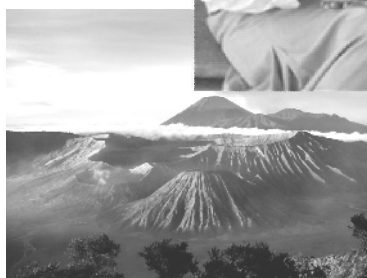
accept [ək'sept] (*kkt*) : menerima
appreciate [ə'pri:ʃɪeɪt] (*kkt*) : menghargai
approximately [ə'prɒksɪmətli] (*kk*) : kira-kira
art [ɑ:t] (*kb*) : seni
attraction [ə'trækʃn] (*kb*) : objek
boat [bəʊt] (*kb*) : kapal
bubble gum ['bʌbl gʌm] (*kb*) : permen karet
cage [keɪdʒ] (*kb*) : kandang
celebrate ['selɪbreɪtɪd] (*kkt*) : merayakan
century ['sentʃəri] (*kb*) : abad
cross [krɒs] (*kkt*) : melewati
crowded ['kraʊdɪd] (*ks*) : ramai
decline [dɪ'klaɪn] (*kkt*) : menolak
design [dɪ'zaɪn] (*kb*) : desain

famous [ˈfeɪməs] (*ks*) : terkenal
fantastic [fænˈtæstɪk] (*ks*) : fantastis
farewell [feəˈwel] (*kb*) : perpisahan
giant [ˈdʒaɪənt] (*ks*) : besar sekali
hall [hɔːl] (*kb*) : aula
icon [ˈaɪkən] (*kb*) : lambang; simbol
illustrate [ˈɪləstreɪt] (*kkt*) : menggambarkan
invite [ɪnˈvaɪt] (*kkt*) : mengundang
jail [dʒeɪl] (*kb*) : penjara
journey [ˈdʒəːni] (*kb*) : perjalanan
level [ˈlevəl] (*kb*) : tingkat
monument [ˈmɒnjʊmənt] (*kb*) : monument
operate [ˈɒpəreɪt] (*kkt*) : beroperasi
pilgrim [ˈpɪlgrɪm] (*kb*) : peziarah
polite [pəˈlaɪt] (*ks*) : sopan
rehearsal [rɪˈhəːsəl] (*kb*) : latihan
relief [rɪˈliːf] (*kb*) : relief; gambar timbul
roof [ruːf] (*kb*) : atap
sandy [ˈsændi] (*ks*) : berpasir
shell [ʃel] (*kb*) : kerang
sidewalk [ˈsaɪdwɔːk] (*kb*) : trotoar
sight [saɪt] (*kb*) : pemandangan
souvenir [suːvəˈniːə] (*kb*) : kenang-kenangan
statue [ˈstætʃuː] (*kb*) : patung
theatrical [θɪˈætrɪkl] (*ks*) : berhubungan dengan teater
unique [juˈniːk] (*ks*) : unik
visitor [ˈvɪzɪtə] (*kb*) : pengunjung
wild [waɪld] (*ks*) : buas
wonderful [ˈwʌndəfʊl] (*ks*) : menakjubkan

UNIT 4

MY UNFORGETTABLE HOLIDAY

How would you say if you want to ask for other people's opinions on something? How would you answer if they need your opinions on something?

You love reading, don't you? The texts that you read may include recount texts on someone's unforgettable holiday. Can you read and write such texts effectively? Learn those and more in this unit through communicative tasks.

A. Lead-in

Task 1

Answer the following questions. Share your answers with your classmates in groups of four.

1. Where did you spend your last holiday?
2. What do you think of the place?
3. How is the place like?
4. How did you feel during your holiday?

Picture 4.1

B. Lesson Proper

Focus on Listening and Speaking

Task 2

Listen carefully to the dialogue between Adi and Putri. Then, choose the right statement by giving a tick (√). Look at the example. The listening script is in the Appendix.

Situation:
Adi and Putri are talking about Adi's holiday in Bali.

1. ☑ Putri went to Bali last year.
   □ Putri went to Dili last year.
   □ Putri went to Bali last month.

2. □ Adi's holiday was boring.
   □ Adi's holiday was fun.
   □ Adi's holiday was scary.

3. □ Kuta Beach was Adi's first destination.
   □ Kuta Beach was Adi's second destination.
   □ Kuta Beach was Adi's last destination.

4. □ Adi thinks that Kuta Beach is dirty.
   □ Adi thinks that Kuta Beach is beautiful.
   □ Adi thinks that Kuta Beach is crowded.

5. □ We can see wonderful sunset at Kuta Beach.
   □ We can see beautiful sunrise at Kuta Beach.
   □ We can see wonderful sand at Kuta Beach.

Study and practise the following dialogues. Then, pay attention to the explanation

Dialogue 1

Picture 4.2

Dialogue 2

Picture 4.3

In the dialogues you find expressions with different functions. Here are the expressions presented in a table.

Expressions	Functions
• What do you think of Kuta Beach? • What is your opinion about people who throw rubbish in public places?	Asking for opinions
• I think Kuta Beach is the most beautiful beach I've ever visited. • In my opinion, they are very irresponsible.	Giving opinions

Here are some other expressions.

Expressions	Functions
• What's your opinion of…? • What do you think about that? • What do you feel about the…? • Do you think…?	Asking for opinions
• In my opinion, … • I think …	Giving opinions

FUN SPACE: TRIVIA

The world's highest railway is in Peru. The Central Railway climbs to 15,694 feet in the Galera tunnel, 108 miles from Lima. Tourists take it to get to the ruins of Machu Picchu.

Work in pairs. Listen to the following dialogues and complete the missing information. Then, identify the expressions of asking for and giving opinions. Write them in the table. The listening script is in the Appendix.

Situation:
Laila and Asep are talking about a plan for a holiday. Laila wants to visit some places in Yogyakarta.

Laila : What is your plan for the holiday next week?
Asep : Umm,.. 1) …. What about you?
Laila : I plan to go to Yogyakarta.
Asep : 2) …, didn't you?
Laila : Yes, I did. However, I haven't visited some places, like Kasongan and Kotagede. 3) …?
Asep : Of course. They were the main destinations when I first went to Yogyakarta.
Laila : 4) …?
Asep : I think it is a unique place. It is a village where most of its people produce potteries and other art works.
Laila : That sounds interesting. 5) …?
Asep : Yes, it is. Like Kasongan, many of its people produce art works. However, they produce silver crafts. You won't be disappointed if you visit those places.

Asking for opinions	Giving opinions

In pairs, have a dialogue with your classmate based on the following situations. Use the expressions of asking for and giving opinions. Look at the example.

1. Some people often throw rubbish into the river.

A : What do you think about people who throw rubbish into the river?
B : I think they are very careless.

2. Some people burn the forest to build houses.
3. Some people wash their clothes in the river.
4. Some people pick flowers from the public garden.
5. People stand in line to buy tickets.

Listen carefully to the following monologue and complete the text. Then, answer the questions. Look at the example. The listening script is in the Appendix.

Holiday in Kupang

Last month I 1) ***went*** to Kupang with my brother to visit our aunt. On the first day, our cousin 2) … us to Rote. From Kupang, we took 1 1/2 hours on the fast ferry. The waves there 3) … very strong. We 4) … a fishing village there. After that, we went on a small boat to see a seaweed farming project. Well, finally, we 5) … back home in the evening. That was one of our 6) … days in Kupang and we were so happy.

Questions

1. When did the writer go to Kupang?
2. With whom did he go there?
3. Where did they go on the first day?
4. What did they do there?
5. How did they feel during that day?

FUN SPACE: TRIVIA

It is forbidden for aircraft to fly over the Taj Mahal.

Study the explanation below.

In the monologue in **Task 6** you find the words "wave" and "came". How do you pronounce them?

wave [weɪv]
came [keɪm]

The vowel letter 'a' is usually pronounced /eɪ/ when followed by a consonant letter plus –e. Here are some other examples.

date [deɪt]
game [geɪm]
make [meɪk]
name [neɪm]
take [teɪk]

Work in pairs. Ask your classmate about their last holiday. To make it easier, use the following questions.

1. What did you do on your last holiday?
2. Did you visit some interesting places?
3. How many days did you spend on your holiday?
4. What did you do there?

Tell the class about your last holiday. Tell what you did from the beginning to the end.

Focus on Reading and Writing

Task 10 **Read the following text about "My Holiday". Then, answer the questions.**

My Holiday

	Generic structure
Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.	**Orientation**
In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.	**Sequence of events**
We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.	**Reorientation**

(Adapted from: www.andrewseaton.com)

Questions

1. Where did the writer go last week?
2. Where did he stay?
3. What did the writer do in the morning?
4. How did the write feel when he rode on horseback?
5. Where did the writer and his friend go before they got home?
6. What did the writer think about his holiday?

Notes:

The text above is a recount text. It tells 'what happened'. The purpose of the text is to document a series of events and evaluate their significance in some way. It focuses on a sequence of events, all of which relate to the occasion. It also has expressions of attitude and feeling, usually made by the writer about the events.

The text recount is organized to include:

- an orientation providing background information needed to understand the text, i.e., who was involved, where it happened, when it happened
- a record of events usually recounted in a chronological order
- personal comments and/or evaluative remarks on the incident

Common grammatical features of a recount include:

- use of nouns and pronouns to identify people, animals or things involved
- use of action verbs to refer to events
- use of past tense to locate events in relation to writer's time
- use of conjunctions and time connectives to sequence the events
- use of adverbs and adverbial phrases to indicate place and time
- use of adjectives to describe nouns

FUN SPACE: TRIVIA

All gondolas in Venice, Italy must be painted black, unless they belong to a high official.

Study the following explanation, and then fill in the blanks with the correct verb forms in the box. Look at the example.

Simple past tense

- Simple past tense is used to express something that happened in the past. Here is the pattern.

S + Verb 2

Examples:
I went to the zoo yesterday.
S V2

I visited Lake Toba last week.
S V2

- Usually, you use the following adverbs of time in simple past tense:
yesterday
last week
last …
two days ago
… ago

go	take	accompany
attend	win	spend

1. Fredy *went* to Samarinda last year.
2. Asep … his brother to the airport yesterday.
3. Ketut Tantri … much money in his holiday last month.
4. Sanusi … me to go to the travel agent three days ago.
5. Last holiday, Laila … an English course.
6. Two days ago, Elizabeth … the free ticket to Hawaii.

Complete the letter with the suitable words in the box. Change the forms if necessary. Look at the example.

go	visit	buy	spend	famous

Denpasar, 19 August 2007

Hi, Putri, how are you? I hope you are fine.

By the way, I want to tell you about my holiday. Last month, I 1) *went* to Bandung. I was so happy because it was my first time to visit the place. There are many interesting places to visit.

First, I 2) … Tangkuban Perahu. The place is just wonderful. **After that**, I went to Dago Street. I 3) … some t-shirts there. **Then**, I went to Cibaduyut. I bought many things like shoes, dolls, and some souvenirs. I also did not forget to buy 'peuyeum'. Bandung is 4) … for its 'peuyeum'. **Finally**, I went to a café nearby to have lunch. I 5) … three days in Bandung and that was really fun.

Anyway, I will write to you again next time. Write to me as soon as you can. Bye.

Sincerely,
Ketut Tantri

FUN SPACE: TONGUE TWISTER

Say them right!

"The two-twenty-two train tore through the tunnel"

Task 13

Answer the following questions based on the letter written by Ketut Tantri. Compare your answers with a classmate's.

1. Whom did Ketut Tantri write the letter to?
2. When did Ketut Tantri spend her holiday?
3. What was Ketut Tantri's first destination in Bandung?
4. Where did Ketut Tantri go after she visited Dago Street?
5. How many days did Ketut Tantri spend in Bandung?
6. Where does Ketut Tantri live?

Task 14

Study the following explanation.

Connecting words

In the letter from Ketut Tantri in **Task 12**, you find words and phrases used to start, connect a sentence with the next one, and end an explanation. Those words and phrases are:

- *First,*
- *Then,*
- *After that,*
- *Finally,*

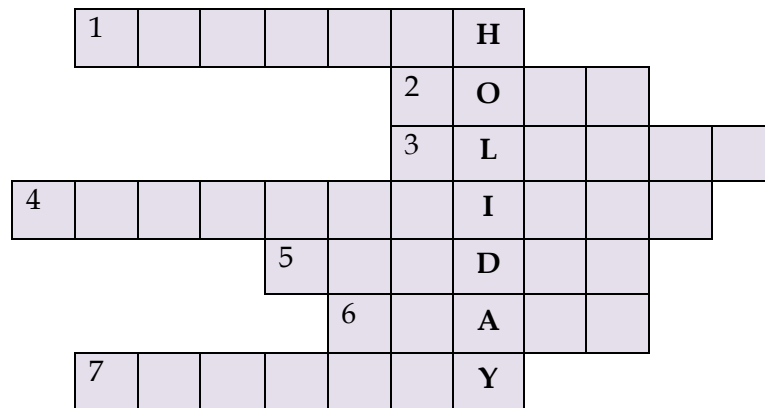
Task 15

Put the connecting words or phrases in the text below.

Last week, my brother and I spent our holiday in Jakarta. We stayed in our uncle's house. We went there by bus. We left from Yogyakarta on Friday. Before we went there, we prepared some things.1) ..., we booked two tickets at the ticket agent. 2) ..., we got on the bus from Giwangan terminal at 3 pm. 3) …, we stopped to have dinner at Ajibarang. After having dinner, we continued our travel. We arrived at Lebak Bulus terminal. From the terminal, we took the bus no. C 09. 4) …, we arrived at our uncle's house. It was a long trip, but we enjoyed it.

Write a short letter to your friend telling about your holiday. Use the connecting words.

Do this crossword puzzle.

	1						H				
						2	O				
						3	L				
4							I				
				5			D				
					6		A				
	7						Y				

Clues:

1. the synonym of "garbage"
2. a small area of water
3. rose is a kind of ….
4. the antonym of "irresponsible"
5. the synonym of "park"
6. causing fear
7. the natural feature of an area

C. Homework

Complete the following dialogue with the suitable expressions in the box.

What do you think about that What do you think about our study tour to Taman Safari last week It was really fun

Andi	: Hi, Sanusi. 1) …?
Sanusi	: Umm, although it was tiring, 2) …. Finally, I could see animals from a close distance. Anyway, did you watch the circus there?
Andi	: Of course I did. That was the first thing I wanted to see.
Sanusi	: 3) …?
Andi	: I think it was amazing. It was the first circus I ever watched.
Sanusi	: I see.

Task 19 **Read the text and answer the questions.**

My family likes the sea very much. When we had a holiday last year, we went to a place at the seaside and borrowed a boat from one of our friends. Then we sailed and fished on the sea all day. We also had races against other boats.

When the sea was rough, we sailed on a small lake near the sea instead. We were very careful on this lake because there were a lot of sharp rocks there, and the water was shallow. We did not want to damage our friend's boat.

There were not many fish in the lake, but in the sea we caught a lot with a hook, line and small pieces of bread. The fish were not very big, but they tasted very good. When the weather was fine, we sailed to the land at lunch time, collected pieces of dry wood and fried or grilled our fish over them on the beach.

There is an island about a mile from our friend's house, and we sailed to it. The water was very clean there, and there was a beautiful beach with white sand and no rocks. We bathed there. It was a lot of fun.

(*Adapted from: L.A. Hill, 1963*)

Questions

1. When did the writer and his family go to the sea?
2. From whom did they borrow the boat?
3. What did they do on the boat?
4. Where did they go when the sea was rough?
5. Why were they very careful on the lake?
6. What did they do when the weather was fine?
7. How was the island near their friend's house?
8. What did they do in the island?
9. How did they feel?
10. What is probably the best title of the text?

Find two texts about someone's experience during his/her holiday. Then, rewrite them in your own words.

D. Evaluation

Have a dialogue with your classmate containing expressions of asking for and giving opinions. Choose one of the following topics:

a. spending your holiday at the coastal area
b. going to Taman Safari on the weekend
c. visiting a museum on your holiday

Write a short paragraph about your most memorable holiday.

FUN SPACE: JOKE

1st Man : Four of my friends went rafting and fell in the river, but only one got his hair wet.
2nd Man : That's amazing.
1st Man : Not really, three of them were bald!

E. Reflection

How much do you learn from this unit? Put a tick (√) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Asking for opinions	☐	☐	☐
Giving opinions	☐	☐	☐
Reading recount texts	☐	☐	☐
Writing recount texts	☐	☐	☐
Vocabulary	☐	☐	☐

F. Summary

In this unit you learn:

1. How to ask for and give opinions, for example:

Asking for	**Giving**
• What's your opinion of…? • What do you think about that? • What do you feel about the…? • Do you think…?	• In my opinion, … • I think …

2. Recount text

A recount text tells 'what happened'. The purpose of the text is to document a series of events and evaluate their significance in some way. It focuses on a sequence of events, all of which relate to the occasion. It also has expressions of attitude and feeling, usually made by the writer about the events.

3. Simple past tense

To express something that happened in the past. The pattern is *S + Verb2.*

4. Vowel letter 'a'

The vowel letter a'' is usually pronounced /eɪ/ when followed by a consonant letter plus –e.

5. Connecting words

Connecting words are words and phrases used to start, connect a sentence with the next one, and end an explanation, for examples: first, then, after that, finally

G. Vocabulary List

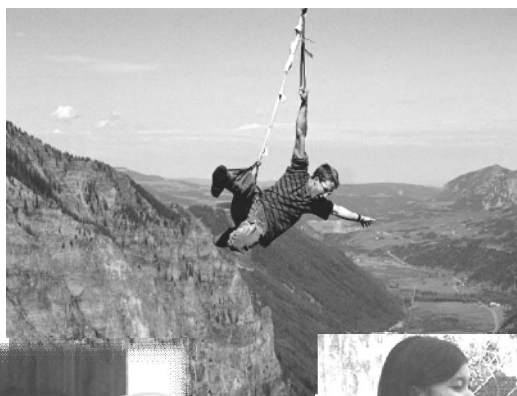
boat [bəʊt] (*kb*)	:	kapal kecil
book [bʊk] (*kkt*)	:	memesan
boring ['bɔːrɪŋ] (*ks*)	:	membosankan
careless ['keələs] (*ks*)	:	ceroboh
crowded ['kraʊdɪd] (*ks*)	:	ramai
destination [destɪ'neɪʃn] (*kb*)	:	tujuan
dirty [dəːtɪ] (*ks*)	:	kotor
hook [hʊk] (*kb*)	:	kail
irresponsible [ɪrɪ'spɒnsəbl] (*ks*)	:	tidak bertanggung jawab
litter ['lɪtə] (*kb*)	:	sampah
pick [pɪk] (*kk*)	:	memetik
pool [puːl] (*kb*)	:	kolam
prepare [prɪ'peə] (*kkt*)	:	menyiapkan
race [reɪs] (*kb*)	:	perlombaan
rubbish ['rʌbɪʃ] (*kb*)	:	sampah
sail [seɪl] (*kk*)	:	berlayar
scary ['skeəri] (*ks*)	:	menakutkan
scenery ['siːnri] (*kb*)	:	pemandangan
shallow ['ʃæləʊ] (*ks*)	:	dangkal
trip [trɪp] (*kb*)	:	perjalanan

UNIT

5

MY FIRST EXPERIENCE

Sometimes someone says something untrue about something. When the same thing happens to you, what do you say? How do you deny or admit facts?

The texts that you read may include recount texts on someone's first experience in doing things. Can you read and write such texts effectively? Learn those and more in this unit through challenging tasks.

A. Lead-in

Task 1

Answer the following questions. Share your answers with your classmates in groups of four.

1. How did you feel during your last holiday?
2. Did you have any interesting experience during your last holiday? What was it?
3. Was there anything you experienced for the first time during the holiday?

Picture 5.1

B. Lesson Proper

Focus on Listening and Speaking

Task 2

Listen carefully to the dialogue between Fredy and Elizabeth. Then, read the following statements. Write T if the statement is true and F if the statement is false. Correct the false statements. Look at the example. The listening script is in the Appendix.

Situation:
Fredy and Elizabeth are talking about Elizabeth's holiday and her first experience to ride on a horse.

No.	Statements	T/F	Corrections
1.	Elizabeth went to Pangandaran last week.	F	She went to Telaga Sarangan last week.
2.	Telaga Sarangan is located in West Java.		
3.	Elizabeth's holiday was scary.		
4.	Elizabeth had her first horse riding at Telaga Sarangan.		
5.	Fredy would like to go to Telaga Sarangan next year.		
6.	Elizabeth declines Fredy's invitation to go to Telaga Sarangan.		

Task 3

Study the following explanation below.

In the dialogue in **Task 2** you find the word "enjoy". How do you pronounce it?

enjoy [ɪn'dʒɔɪ]

The vowel letter 'o' is usually pronounced /ɔɪ/ when followed by –y.

Here are some other examples.

annoy [ə'nɔɪ]
boy [bɔɪ]
toy [tɔɪ]
joy [dʒɔɪ]

Task 4

Listen once again to the dialogue between Fredy and Elizabeth in Task 2. Pay attention to the following expressions in bold.

- ✓ Well, I heard you went to Pangandaran last week.
  That's not true. Actually, I went to Telaga Sarangan.
- ✓ Was that scary?
  Yes, at first, it was scary, but then it was really fun.

In the dialogues you find the following expressions:

Expressions	Functions
• That's not true.	Denying facts
• Yes, at first, it was scary, but then it was really fun.	Admitting facts

Here are some other expressions:

Expressions	Functions
• No, it isn't, actually. • I'm afraid that's wrong. • It is not true.	Denying facts
• Yes, that's right. • Yes, that's true. • Absolutely. • That's it.	Admitting facts

In pairs, listen and identify the expressions of denying and admitting facts in the following dialogue. The listening script is in the Appendix. Compare the expressions you identify with a classmate's.

Denying facts	Admitting facts

FUN SPACE: TRIVIA

"More people in China speak English than in the United States."

Task 6

Listen carefully to the following monologue. Then, complete the text. Look at the example. The listening script is in the Appendix.

Getting on the Train

I had a funny experience when I 1) *had* to catch a train for a meeting. I have never been 2) … on train before. I 3) … an early morning train to where I 4) … to meet my professor. At the station I 5) … a sign—For Oakliegh Station, Please Board Four Rear Cars Only. Then I 6) … the train but did not notice the position of my carriage. When I 7) … to my destination, the train door was 8) …. It would not open. I 9) … and forced it to open. I 10) … there must be something wrong. There was no platform. So I 11) … down the train lines and had to cross the railway lines to reach platform. A fast train 12) … from the other direction. I was so 13) … and surprised. After I 14) … my professor, I 15) … him my train story. He 16) …, if the sign says *please board four rear cars only*, it means that the train only has a short platform. I 17) … that I was so stupid but I was so lucky that morning.

(Adapted from: KGRE, September 2006)

Task 7

In pairs, study and practise the following dialogues.

Dialogue 1

Sanusi told me that Andi is playing truant today.

I'm afraid that's wrong. Andi is sick.

Picture 5.2

Dialogue 2

Picture 5.3

Complete the following dialogues with correct expressions of denying or admitting facts. Look at the example.

1. Laila : You look nervous. Is this your first time to get on a boat?
   Sanusi : *No, it isn't, actually*. It is my second time.

2. Fredy : I heard you got an accident when you were in Surabaya.
   Elizabeth : …. However, it was just a small accident.

3. Wayan Legawa : Didn't you go to Solo last week?
   Adi : …. I bought some batik clothes there.

4. Adi : How was your grandmother? You visited her yesterday, didn't you?
   Ida : …. I visited my aunt.

5. Ketut Tantri : Your skin looks darker. It seems that you've been sunbathing during the holiday.
   Asep : …. I visited my uncle's house. It is near the beach.

6. Angelina : Weren't you in Bali last holiday? Your Bali t-shirt is very cool.
   Andi : …. My Dad bought me this t-shirt when he visited Bali last week.

In pairs, have a dialogue with your classmate based on the following clues. Look at the example.

1. You went to Singapore last week (deny/admit).

Your Classmate	: I heard you went to Singapore last week.
You	: Yes, that's true. I visited my uncle there.

2. You were sick yesterday (deny/admit).
3. You are afraid of cats (deny/admit).
4. You could ride a bicycle for the first time when you were 5 years old (deny/admit).
5. You have never travelled on the plane (deny/admit).
6. You cried when you got on the roller coaster for the first time (deny/admit).

Focus on Reading and Writing

Read the text about Sanusi's experience when fishing for the first time. Put a tick (√) on the correct statement.

Going Fishing for the First Time

Last week, my uncle asked me to go fishing with him in the river near his house. He also told me that the scenery there is beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it very well.

We left at 9 a.m. When we got to the river, there were already some people. They were also fishing. Then, we looked for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. After that, my uncle taught me how to catch fish. He did it very patiently.

Suddenly, in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realise that the grass was slippery. My uncle pulled me out quickly. He helped me reach the ground. Thank God, I was safe even though I have mud all over my face. It was embarrassing!

1. ☑ The writer went fishing a week ago.
   □ The writer went fishing two weeks ago.
   □ The writer went fishing three weeks ago.

2. □ It was the writer's third fishing experience.
   □ It was the writer's second fishing experience.
   □ It was the writer's first fishing experience.

3. □ The writer taught his uncle how to fish.
   □ The writer was taught how to fish by his uncle.
   □ The writer and his uncle taught people how to fish.

4. □ They went fishing in the evening.
   □ They went fishing in the afternoon.
   □ They went fishing in the morning.

5. □ The writer fell into the river.
   □ The writer's uncle fell into the river.
   □ The writer helped someone who fell into the river.

6. □ The writer felt excited after he fell into the river
   □ The writer felt ashamed after he fell into the river.
   □ The writer felt proud after he fell into the river.

FUN SPACE: SUPERSTITION

A horseshoe, hung above the doorway, will bring good luck to a home. In most of Europe protective horseshoes are placed in a downward facing position, but in some parts of Ireland and Britain people believe that the shoes must be turned upward or "the luck will run out."

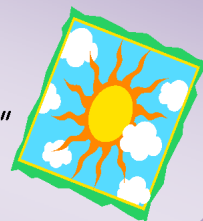
Study the rule below.

Nouns can be uncountable and/or countable.

In the text in **Task 10** you find the words “equipment”, “mud“, and “scenery”. Those words are uncountable nouns. Uncountable nouns are things we cannot count. They have no plural. You cannot say “equipments”, “muds”, and “sceneries”. Here are some other examples of uncountable nouns.

- gold
- music
- blood
- excitement

Meanwhile, countable nouns are things we can count. They have plural. In the text you find the words “house”, “tree” and “box”. They are countable. The plural of “house” is “houses”. The plural of “tree” is “trees”. The plural of “box” is “boxes”. Can you mention some others?

Say them right!
"We surely shall see the sun shine soon."

Read the following text on "Travel on the Plane for the First Time". Then, answer the questions.

Travel on the Plane for the First Time

When I was young, I did not really like travelling. I preferred playing games on the computer. I never travelled abroad on the plane until 1998. At that time, I was 21 years old.

My first trip was a 4-day trip to Taipei. Before I came to the airport, I did not know how to check-in. All procedures were so new to me. I remembered I was so excited when the plane took off. I really enjoyed my trip at that time.

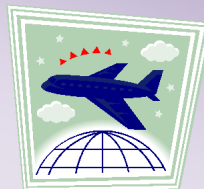
After that trip, I like travelling. I also travelled to Korea, France, Germany, Switzerland, Italy, and Austria.

(Adapted from: www.simonblog.com)

Questions

1. When did the writer first travel on the plane?
2. What was the writer's first destination in his first trip?
3. How many days did the writer spend in his first trip?
4. How did the writer feel when the plane took off?
5. What happened to the writer after his first trip? What did he do?

FUN SPACE: TRIVIA

Flying from London to New York by Concord, due to the time zones crossed, you can arrive 2 hours before you leave.

Notes:

As explained in **UNIT 4**, a recount text is a text which tells 'what happened'. The purpose of the text is to document a series of events and evaluate their significance in some way. It focuses on a sequence of events, all of which relate to the occasion. It also has expressions of attitude and feeling, usually made by the writer about the events.
The text recount is organized to include:

- an orientation providing background information needed to understand the text, i.e., who was involved, where it happened, when it happened
- a record of events usually recounted in a chronological order
- personal comments and/or evaluative remarks on the incident

Common grammatical patterns of a recount include:

- use of nouns and pronouns to identify people, animals or things involved
- use of action verbs to refer to events
- use of past tense to locate events in relation to writer's time
- use of conjunctions and time connectives to sequence the events
- use of adverbs and adverbial phrases to indicate place and time
- use of adjectives to describe nouns

FUN SPACE: RIDDLE

A man rode into town on Tuesday. Two days later he rode home on Tuesday. How is this possible?

Answer:
His horse's name is Tuesday.

Task 13

Read the text in Task 10 once again and guess the meaning of the following words from the context.

1)	abroad [ə'brɔ:d] (*ks*)	: ...
2)	addicted [ə'dɪktɪd] (*ks*)	: ...
3)	airport ['eəpɔ:t] (*kb*)	: ...
4)	excited [ɪk'saɪtɪd] (*ks*)	: ...
5)	procedure [prə'si:dʒə] (*kb*)	: ...
6)	travel ['trævəl] (*kki*)	: ...
7)	trip [trɪp] (*kb*)	: ...

Task 14

Open your dictionary. Find the synonyms and antonyms of the following words. Look at the example.

No.	Words	Synonyms	Antonyms
1.	correct (*ks*)	*true*	*false*
2.	sick (*ks*)		
3.	like (*kkt*)		
4.	excited (*ks*)		
5.	new (*ks*)		
6.	win (*kkt/kki*)		

Task 15

Fill in the blanks with the suitable words in the box. Look at the example.

join	can	take	ask
go	arrive	bring	excited
tell	hear	realize	

Wrong Costume

A year ago, my friend and I 1) *joined* the Calendar Girl Audition in a radio station outside our town. We 2) … about this audition from our neighbour a week before. At first, we were very 3) …. This was because it was our first time to join such an audition. We 4) … there by bus. It 5) … 2 hours to get there. When we 6) …, we saw many people who also the contest. After we examined more carefully, we 7) … that all of the contestants wore red and white costumes. Then, we 8) … the committee why the contestants were in red and white. The committee 9) … us that it was the major requirement to join the contest. Meanwhile, my friend and I 10) … the wrong costumes. I prepared a long blue gown, while my friend prepared a colourful gown. We were very desperate because we 11) … not join the audition. After that, we went home sadly.

Write a short paragraph about your first experience during your holiday. Choose one of the following topics. Then, tell to the class about it.

- riding on a horse
- going abroad
- riding a bicycle
- joining a contest
- travelling on the plane/train/bus/ship

FUN SPACE: TONGUE TWISTER

Say them right!
"Wayne went to Wales to watch Walruses."

C. Homework

Task 17

Complete the following dialogue with the suitable expressions in the box.

Thank you for saying so.	You are so remarkable.
Yes, that's right.	No, it isn't.

Situation:
Adi and Asep are talking about an English Speech Contest.

Adi : Hi, Asep. How are you?
Asep : Fine, thanks.
Adi : Is it true that you won the English Speech Contest yesterday?
Asep : 1) ….
Adi : Congratulations then. Is it your first time to win such a contest?
Asep : 2) …. It's my second time to win the speech contest.
Adi : So, when did you first win such a contest?
Asep : I won the speech contest when I was in year 6 of Elementary School.
Adi : Really? 3) ….
Asep : 4) ….

Task 18

Read the following text about someone's first experience to go to the doctor by himself. Then, answer the questions.

Jim went to the doctor this morning. It was the first time he went to a doctor by himself. Yesterday he ate too many green apples, so this morning he had a stomachache. When he came to breakfast he was crying.
"What's the matter Jim?" his mother said, "Why are you crying?"
"My stomach hurts, Mother," he answered.
"You ate too many apples yesterday, and they where green," she said. "Go to dr Jones, and he will give you some medicines. You know his house."
"Why won't you accompany me? I don't want to go there alone."
"I'm sorry, I can't, my dear. I have a meeting this morning."
"But I'm scared."
"You don't have to. You just go there and everything will be fine."
"Yes, Mother. I'll go in the bus."

After that, Jim got to dr Jones's house at 9.30. There were four other people in the doctor's waiting room, so Jim did not see the doctor until about 10 o'clock.
"What's the matter with you, young man?" said dr Jones.
"I have a stomachache," said Jim.
"Have you eaten any green apples?" asked the doctor.
"Yes, I ate a lot yesterday," Jim said, and smiled. The doctor smiled too.
"You should not eat too many green apples," said the doctor. Then, he wrote on a piece of paper and said,
"Take this to a chemist, and he will give you some medicine."
Jim thanked the doctor, went to a chemist and bought the medicine. Finally, his stomachache was soon better.

(*Adapted from: L.A. Hill, 1963*)

Questions

1. When did Jim have a stomachache? Why?
2. Why did Jim have to go to the doctor alone?
3. How did he go to the doctor?
4. What did the doctor suggest Jim?
5. Where did Jim go to get the medicine?
6. What is the best title for the text?

Find and rewrite two texts about someone's first experience in doing something.

FUN SPACE: TONGUE TWISTER

Say them right!

"When a doctor doctors a doctor, does the doctor doing the doctoring doctor as the doctor being doctored wants to be doctored or does the doctor doing the doctoring doctor as he wants to doctor?"

D. Evaluation

Work in pairs. Have a dialogue with your classmate on what is happening at school. Accept and/or deny facts that your partner says.

Write about your first experience in doing something in a short paragraph.

E. Reflection

How much do you learn from this unit? Put a tick (√) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Denying facts	☐	☐	☐
Admitting facts	☐	☐	☐
Reading descriptive texts	☐	☐	☐
Writing descriptive texts	☐	☐	☐
Vocabulary	☐	☐	☐

F. Summary

In this unit you learn:

1. How to deny and admit facts, for example:

Denying facts	Admitting facts
• That's not true. • No, it isn't, actually. • I'm afraid that's wrong. • It is not correct.	• Yes, that's right. • Yes, that's true. • Absolutely. • That's it.

2. Vowel letter 'o'

The vowel letter 'o' is usually pronounced /ɔɪ/when followed by –y.

3. Uncountable and countable nouns

Nouns can be uncountable and/or countable. Uncountable nouns are things we cannot count. They have no plural. Countable nouns are things we can count. They have plural.

4. Recount texts

A recount text is a text which tells 'what happened'. The purpose of the text is to document a series of events and evaluate their significance in some way. It focuses on a sequence of events, all of which relate to the occasion. It also has expressions of attitude and feeling, usually made by the writer about the events.

G. Vocabulary List

abroad [ə'brɔ:d] (*ks*) : luar negeri
absolutely ['æbsəlu:tli] (*kk*) : sangat
admit [əd'mɪt] (*kkt*) : mengakui
airport ['eəpɔ:t] (*kb*) : bandara
annoy [ə'nɔɪ] (*kkt*) : mengganggu
audition [ɔ:'dɪʃn] (*kb*) : audisi; pemilihan
blown up [bləʊn ʌp] (*kkt*) : meledak
breathe [bri:ð] (*kki*) : bernafas
committee [kə'mɪti:] (*kb*) : panitia
deny [dɪ'naɪ] (*kkt*) : menyangkal
desperate ['desprət] (*ks*) : putus asa
excited [ɪk'saɪtɪd] (*ks*) : senang
fact [fækt] (*kb*) : fakta
fall off ['fɔ:l 'ɒf] (*kki*) : jatuh
huge [hju:dʒ] (*ks*) : sangat besar
major ['meɪdʒə] (*ks*) : utama
procedure [prə'si:dʒə] (*kb*) : prosedur
remarkable [rɪ'mɑ:kəbl] (*ks*) : menakjubkan
requirement [rɪ'kwaɪəmənt] (*kb*) : syarat; ketentuan
ride [raɪd] (*kkt*) : mengendarai
safely ['seɪfli] (*kk*) : dengan aman
speech [spi:tʃ] (*kb*) : pidato
tamer [teɪmə] (*kb*) : penjinak
travel ['trævəl] (*kki*) : melakukan perjalanan

Semester 1 Review

Listening Section

In this part, you will listen to short conversations between two people. Choose the best answer to each question. The listening script is in the Appendix.

1. What does the man mean?
   a. He agrees to help the woman.
   b. He refuses to help the woman.
   c. He cannot move the cupboard.
   d. He wants the woman to help him.

2. What does the woman mean?
   a. She congratulates the man.
   b. She compliments the man.
   c. She does not like the man's new hair cut.
   d. She wants to have a new hair cut.

3. What will the man probably say?
   a. Thank you.
   b. I agree with you.
   c. I don't think so.
   d. That's not true.

4. What does the woman mean?
   a. She agrees with the man's opinion.
   b. She disagrees with the man's opinion.
   c. She thinks that all animals should be locked up in cages.
   d. She thinks that all animals should have cages.

5. What does the man mean?
   a. He will ask the woman to come to his birthday party.
   b. He will have a birthday party.
   c. He will go to the party.
   d. He will not go to the party.

6. What does the woman mean?
   a. She thinks that their new teacher is very active.
   b. She thinks that their new teacher is very attractive.
   c. She thinks that their new teacher needs to talk much.
   d. She thinks that their new teacher talks too much.

7. What does the man mean?
   a. He did not buy a new car.
   b. He bought a new red car.
   c. He did not like a red car.
   d. He sold his old car.

Reading Section

In this part, you have to choose the best answer to each question based on the alternatives given.

Text 1

Taronga Zoo

Taronga Zoo is the major zoo in Australia. It is located in Sydney, New South Wales. It occupies a 33-hectare location. The name “taronga” is an Aboriginal name. It means “water view”.

The Zoo has Australia's finest collection of native Australian animals and many exotic species. It has kangaroos, wallabies, and koalas. Those animals can be seen from a close distance. There are platypuses, echidnas, and New Zealand kiwis in the Nocturnal House. There are also gorillas in the new Gorilla Tropical Forest. All animals in the zoo are kept very well. They are kept in the environment that is like their natural habitat.

Taronga is usually used as a site for scientific research, conservation, and education. It also offers a range of educational and special interest tours.

(Adapted from: Microsoft ®Encarta ® 2006. © 1993-2005 Microsoft Corporation)

8. Where is Taronga Zoo located?
   a. It is located in Sydney, Australia.
   b. It is located in New Zealand.
   c. It is located in New York.
   d. It is located in the Aboriginal site.

9. Where in Taronga Zoo can you find New Zealand kiwis?
   a. In the Tropical Forest.
   b. In the south of the zoo.
   c. In the Nocturnal House.
   d. In New Zealand.

10. Which of the following statements is true according to the text?
    a. Taronga Zoo is the only zoo in Australia.
    b. The animals in Taronga Zoo cannot be seen in a close distance.
    c. The name "taronga" is aboriginal for "water view".
    d. Taronga Zoo only has native Australian animals.

11. Which of the following words is the synonym of "major"?
    a. Inferior.
    b. Secondary.
    c. Significant.
    d. Ordinary.

Text 2

My Holiday in Flores

I went to Flores last month. I went there to visit Australian Volunteer English teachers in Maumere, Ende and Bajawa. As a result, I also enjoyed the beauty of the island.

I started my first day in Maumere with Jo Keating. After visiting several schools in the city, we took an amazing journey over the mountains to the south coast. We visited a new junior high school there. Then, I traveled to Ende to meet Sharon Kidman. Ende has a great market with a lovely selection of traditional woven ikat cloth, and great seafood.

My next trip was to Detusoko. It is a mountain village. I went there with Ginny Edwards. Detusoko is not far from Mount Kelimutu. We woke up at 4 am to see the three different coloured lakes at dawn. It was truly inspiring.

My final trip was to Bajawa. It is a small town high in the mountains. It was a very cold place. Yet my trip was fun and memorable. I would like to go back to Flores one day.

(Adapted from: KangGURU, December 2002)

12. Where did the writer go on his first day?
    a. Ende.
    b. Maumere.
    c. the mountain village.
    d. Mount Kelimutu.

13. Where did the writer go after visiting Ende?
    a. Bajawa.
    b. Detusoko.
    c. Maumere.
    d. Mount Kelimutu.

14. What was the writer's last destination?
    a. Bajawa.
    b. Detusoko.
    c. Maumere.
    d. Mount Kelimutu.

15. Which of the following statements is false according to the text?
    a. The writer visited some schools in Maumere.
    b. After visiting Maumere, the writer went to Ende.
    c. After visiting Ende, the writer went to the mountain village.
    d. Bajawa is the writer's third destination.

16. Which of the following words is the synonym of "coast"?
    a. Shore.
    b. River.
    c. Mountain.
    d. Lake.

17. Which of the following words is the antonym of "different"?
    a. Distinct.
    b. Similar.
    c. Diverse.
    d. Unlike.

Questions 21-28 are NOT based on the texts.

18. Arrange the following utterances into a good dialogue between Ida and Asep
    1. It's red and blue.
    2. Asep, I think I have lost my only pencil.
    3. I'm not sure I remember. Can you help me look for it?
    4. Really? Where did you last see it?
    5. Sure. What is it like?

The correct arrangement is …

a. 2 – 5 – 1 – 3 – 4
b. 2 – 4 – 1 – 3 – 5
c. 2 – 5 – 1 – 3 – 4
d. 2 – 4 – 3 – 5 – 1

19. Fredy : May I help you carry those books?
Sanusi : …. I can do it myself.
a. No, thanks
b. Sure
c. Of course
d. Yes

20. Ketut Tantri : What a clever boy! Do you agree with me?
Andi : …. He always gets the best mark.
a. I don't think so
b. I do
c. I disagree
d. Not really

21. Wayan Legawa : Congratulations on your 13th birthday.
Elizabeth : ….
a. No, thanks
b. Thank you very much
c. Oh, not really
d. Well done

22. Putri : Would you like to come for dinner at my house?
Ida : …. I have to visit my grandmother today.
a. I'd love to
b. That would be great
c. I would
d. I'm sorry, I can't

23. Sanusi : Shall we go hiking to Bogor next Saturday?
Asep : …. We really need fresh air after a busy week.
a. That would be great
b. That would be tiring
c. I'm sorry, I can't
d. That would make us busy

24. Andi : What do you think about our new classroom?
Fredy : …. We need to clean it.
a. I think it's too small
b. I think it's very untidy
c. I think it's very dirty
d. I think there are too many pictures

25. Sanusi : Adi told me that you won the ticket to see Peterpan's concert.
Asep : …. I actually bought the ticket.
a. That's true
b. I'm afraid, it's correct
c. It's not correct
d. That's it

Speaking Section

Instruction:
Tell your classmates about the most memorable experience in your life. Your story could be fun, sad, strange, surprising, scary, etc.

Writing Section

Write a descriptive text (about 100 words). Choose one of the following topics.

1. My Pet
2. My Best Friend
3. My House
4. My School

LIVE PERFORMANCES

Telephone has been one of the most popular devices that help people communicate with others. In your daily life you often share information with your friends on the telephone. Have you ever done it in English? In building good communication on the telephone you need to know how to start, extend, and end the conversation properly. Do you know how to do them?

When you are in public places you sometimes meet strangers. You might want to have a conversation with them. You have to do it politely. You need to have a good start. Then, when you would like to extend and end the conversation, it is important to know how to do them very well.

What comes to your mind when you hear the words "live performances"? The texts that you read may include recount texts such as experiences in joining and watching live performances. Can you read and write such texts effectively? Learn those and more in this unit through challenging tasks.

A. Lead-in

Task 1 **In pairs, answer the following questions.**

1. Do you like watching live performances?
2. What is your favourite live performance?
3. Did you watch any live performance recently? What and how was it?
4. Have you ever performed in a live performance? What is it?

Picture 6.1

B. Lesson Proper

Focus on Listening and Speaking

Task 2 **Listen carefully to the dialogue between Asep and Fredy on the telephone. While listening, complete the missing words or phrases. The listening script is in the Appendix.**

Picture 6.2

Situation:
Asep and Fredy are talking about the band festival at their school last night.

Asep : Hello? Who is calling, please?

Fredy : It's Fredy. Can I 1) … to Asep?

Asep : Yes, this is Asep. What's up?

Fredy : I 2) … the band festival last night. I need you to tell me about it. How was it going?

Asep : It was a 3) … festival. There were 20 participants. All of them presented their best 4) …. Why didn't you come last night?

Fredy : I was still in Surabaya. I had to 5) … my cousin's wedding party.

Asep : I see.

Fredy : By the way, how was the performance of our school band?

Asep : It was good enough. However, the 6) … was the band from SMP 5.

Fredy : Well, it surprises me. Anyway, thanks a lot for the 7) …. It's nice talking with you. Bye.

Asep : Bye.

Read the following statements. Write T if the statement is true and F if the statement is false according to the dialogue. Correct the false statements. Look at the example.

No	Statements	T/F	Corrections
1.	Asep called Fredy.	F	Fredy called Asep.
2.	Fredy watched the band festival last night.		
3.	There were 12 participants in the band festival.		
4.	Fredy was in Surabaya last night.		
5.	Fredy did not come to his cousin's wedding party.		
6.	The band from SMP 5 won the festival.		

Task 4 **Study the following explanation.**

In the dialogue in **Task 2** you find the word "surprises". How do you pronounce it?

surprises [səˈpraɪzɪz]

The letter 's' is generally pronounced /zɪz/ when occurring in the final syllable. Here are some other examples.

causes [kɔ:zɪz]
chooses [tʃu:zɪz]
composes [kəmˈpəʊzɪz]
excuses [ɪkˈskju:zɪz]
praises [preɪzɪz]

Task 5 **Listen once again to the dialogue between Fredy and Asep and study the explanation below.**

In the dialogue, you find expressions with different functions. Here are the expressions presented in a table.

Expressions	Functions
• Hello? • Who is calling, please? • Can I speak to Asep?	Starting a conversation on the telephone
• By the way, … • Well, … • Anyway, …	Extending a conversation on the telephone
• It's nice talking with you.	Ending a conversation on the telephone

Here are some other expressions.

Expressions	Functions
• Can I speak to …? • May I speak to …?	Starting a conversation on the telephone
• Anyway, …	Extending a conversation on the telephone
• It's time for me to say good bye. • Bye.	Ending a conversation on the telephone

Study and practise the following dialogue with your classmate. Then, identify the expressions of starting, extending, and ending a conversation on the telephone. Write them in the table. Look at the example.

Situation:
Angelina is talking to Elizabeth on the telephone. She wants to borrow Elizabeth's guitar lesson video.

Picture 6.3

Angelina : Hello? May I speak to Elizabeth?
Elizabeth : Speaking. Who is calling, please?
Angelina : It's Angelina.
Elizabeth : Hi, Angelina. How do you know my phone number?
Angelina : Your friend gave me your number yesterday.
Elizabeth : Oh, I see.
Angelina : Well, may I borrow your guitar lesson video?
Elizabeth : Of course. When will you take it?
Angelina : I'll come to your house at 4 p.m.
Elizabeth : Okay. Is there anything else?
Angelina : No, thanks. Bye.
Elizabeth : Bye

Starting	Extending	Ending
• *Hello?*		

Find a classmate sitting next to you. Have a dialogue with him/her. Imagine both of you are having a conversation on the telephone. Look at Task 6 as a model.

Study the following dialogue with your classmate and answer the questions. Then, act it out.

Situation:
Sanusi is at the city park. He meets a stranger there.

Sanusi : Excuse me. May I sit here?
Stranger : Sure.
Sanusi : Lovely day, isn't it?
Stranger : You're right. The sun is shining brightly.
Sanusi : By the way, I heard that there will be a great festival next month in this park.
Stranger : Really? Tell me more about it.
Sanusi : It is the annual ethnic music festival. There will be many participants from different parts of the world.
Stranger : Wow, it sounds great.
Sanusi : Well, I have an appointment at 10 so I have to go now. It's been a pleasure talking to you. Bye.
Stranger : Bye.

Picture 6.4

Questions

1. How does Sanusi open the conversation with the stranger? What does he say?
2. What does Sanusi say about the weather?
3. How does the stranger ask Sanusi about the festival?
4. Why does Sanusi have to leave the stranger?
5. How does Sanusi end the conversation? What does he say?

Task 9

Study the following explanation.

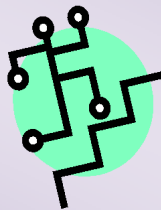
In the dialogue in **Task 8**, you find expressions with different functions. Here are the expressions.

Expressions	Functions
• Excuse me. • Lovely day, isn't it?	Starting a conversation with a stranger
• By the way. • Tell me more about it.	Extending a conversation with a stranger
• It's been a pleasure talking to you. • Bye.	Ending a conversation with a stranger

Here are some other expressions.

Expressions	Functions
• How long have you been waiting?	Starting a conversation with a stranger
• Tell me about it. • And then?	Extending a conversation with a stranger
• Well, have a nice day. • I think I have to go now. • I'm afraid I must go now. • I must be off now. • Take care.	Ending a conversation with a stranger

Work in pairs. Arrange the following scrambled utterances into a good dialogue between Wayan Legawa and a stranger standing in line at the ticket box. Then, practise the dialogue with your classmate.

Excuse me. Is this the ticket box for the puppet show?	Anyway, how long have you been waiting?
I guess 15 minutes.	Yes, you're right. By the way, you should stand in the line to buy the ticket.
Sure, but I'm still waiting for my friend.	Bye. / I see.
Of course. Well, there he is.	Are you sure that your friend will come?
Sorry, I have to go now. Bye.	

Read the dialogue in Task 8 once again and study the following explanation.

In the dialogue, you find some expressions used to show that you are listening or paying attention to the speaker. The expressions are:

- You're right.
- Really?
- Wow, …

Here are some other expressions you may use.

- Right.
- Nice.
- I see.
- Is it?
- Hmm …

Work in pairs to have dialogues based on the following situations. Show your attention to what your partner says. Look at the explanation in Task 11.

1. Your English teacher asks you to join the reading contest next week.
2. Your sister says that she will join a singing audition tomorrow.
3. Your parents say that they will give you a special present if you win the piano festival next month.
4. Your classmate asks you to accompany him to see Agnes Monica's live performance in a concert tonight.

FUN SPACE: TONGUE TWISTER

Say them right!
"Four furious friends fought for the phone."

Focus on Reading and Writing

Task 13

Read the following diary of Putri's experience in the Traditional Dance Festival. Then, guess the meanings of the words based on the context. Look at the example.

Wednesday, 29 August 2007

I was chosen by my teacher to join the Traditional Dance Festival. It was the first and biggest festival for me. At first, I did not feel confident. However, my teacher told me that I could do it. After that, I practised dancing diligently.

Picture 6.5

Today, my parents took me to the festival. They did not want to miss it. Then, the time came for me to go on the stage. When performing, I was not as nervous as I thought. Finally, I did it. The result was better than I expected. I won and I was given the chance to go to Japan the following month. I was very happy.

No.	Words	Meanings
1.	practise ['præktɪs] (*kkt*)	*berlatih*
2.	diligently ['dɪlɪdʒəntli] (*kk*)	
3.	miss [mɪs] (*kkt*)	
4.	stage [steɪdʒ] (*kb*)	
5.	perform [pə'fɔ:m] (*kki*)	
6.	nervous ['nə:vəs] (*ks*)	
7.	expect [ɪk'spekt] (*kkt*)	
8.	chance [tʃɑ:ns] (*kb*)	

Notes:

The text in Task 13 is a recount text. As explained in **UNITS 4** and **5**, a recount text is a text which tells 'what happened'. The purpose of the text is to document a series of events and evaluate their significance in some way. It focuses on a sequence of events, all of which relate to the occasion. It also has expressions of attitude and feeling, usually made by the writer about the events.

The text recount is organized to include:

- an orientation providing background information needed to understand the text
- a record of events
- personal comments and/or evaluative remarks

Read the text in Task 13 again and answer the following questions. Compare your answers with a classmate's.

1. When did Putri join the Traditional Dance Festival?
2. Why did Putri join the Traditional Dance Festival?
3. What did Putri do before she joined the Festival?
4. When will Putri go to Japan?
5. What is the synonym of the word "confident" in the first paragraph?

FUN SPACE: RIDDLE

You answer me, although I never ask you questions. What am I?

answer:
A telephone.

Task 15

In groups of four, study the rule below.

In the text in **Task 13**, you find the following sentences.

"It was the first and **biggest** festival for me."
"The result was **better** than I expected.”

Pay attention to the words in bold. The word "better" is called **comparative**. It is the comparative of "good". The word "biggest" is called **superlative**. It is the superlative of "big". Do you know when to use them? The table may help you.

Adjectives	Comparatives	Superlatives
good	better	the best
big	bigger	the biggest

In general, you may use "–er" to make comparatives of shorter adjectives. For longer adjectives, you can use "more". You may use "–est" for superlatives of shorter adjectives. For longer ones, you can use "most". The word "the" is used for superlatives. The explanation in the table may help you.

Adjectives	Comparatives	Superlatives
short	shorter	the shortest
long	longer	the longest
hot	hotter	the hottest
interesting	more interesting	the interesting
gorgeous	more gorgeous	the gorgeous

Read the following text, and then answer the questions.

Today was a really hot day. I went home from school at 1 p.m. After that, I came to the town square to watch a local singing contest. I went there alone. I never thought I would meet a friend.

I chose a place under a big tree. I thought it could save me from the hot day. I actually did not really pay attention to the contest. I just went there to avoid a boring time at home.

Suddenly, I found myself behind a young boy. I was really sure that he was my classmate, Andi. I pinched him a little and called his name. The boy was surprised. When he turned around, I finally realized that he was not my classmate. I could not say a word. That moment was just embarrassing.

Questions

1. What is the text about?
2. Where did the writer go after he went home from school?
3. What did the writer do after thinking that the boy was his/her classmate?
4. What did the writer do after he realized that the boy was not his classmate?
5. What does "it" (paragraph 2, sentence 2) refer to?
6. What does "he" (paragraph 3, sentence2) refer to?
7. What is probably the best title for the text?

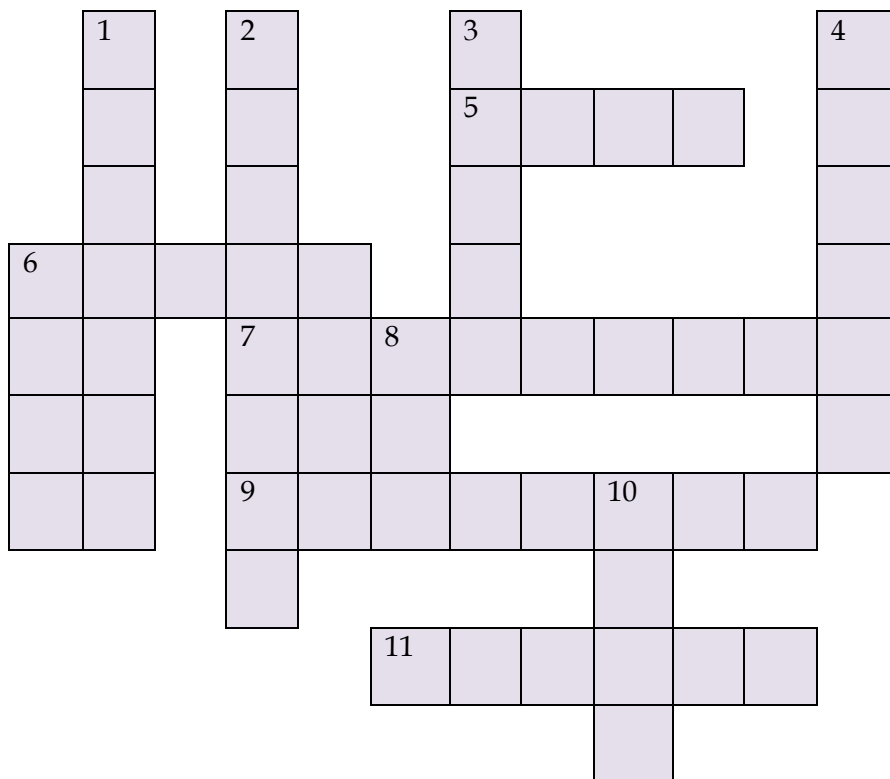
FUN SPACE: TRIVIA

More personal telephone calls are made on Mother's Day in the USA than on any other day in any other country.

Task 17

Study the following words. Match each with its synonym. Look at the example.

Task 18

Do the following crossword puzzle.

Down:

1. unfamiliar person
2. to do exercises
3. raised floor in a theatre where the actors perform
4. You must buy a … before you watch a movie in a theatre.
6. the synonym of "puppet"
8. You park you car in the parking ….
10. Michael Jackson's … of birth is 29 August 1958.

Across:

5. the past form of "tell"
6. Salsa is a kind of … from Latin America.
7. Machine which you use to speak to someone who is some distance away
9. the day before Sunday
11. musical instrument with six strings, played with the fingers

Write a composition of about 100 words long about one of your experiences in watching live performances. Your story can be funny, sad, strange, scary, etc.

C. Homework

Complete the following dialogue with the suitable expressions in the box.

It's been a pleasure talking to you	I see
By the way, how long have you been waiting here	May I sit here
Excuse me	

Situation:

Angelina is watching a poetry reading contest at the town hall. She is talking to a stranger there.

Angelina : 1) …, is this seat empty?
Stranger : Yes, it is.
Angelina : 2) …?
Stranger : Sure.
Angelina : 3) …?
Stranger : I've been here for ten minutes. Do you know when the contest starts?
Angelina : It starts in 20 minutes.
Stranger : 4) ….
Angelina : Anyway, are you waiting for someone?
Stranger : No, I'm not. What about you?
Angelina : I'm waiting for my friend. Well, there he is near the front door. I think I have to go now. 5) .... Bye.
Stranger : Bye.

Find two articles (in the internet, magazine, or newspaper) about someone's experience in live performances. Then, make a summary of each article based on the following questions.

1. What live performance did the writer watch/join?
2. What did the writer experience from the beginning until the end?

Write a paragraph about your experience in preparing a live performance.

FUN SPACE: TONGUE TWISTER

Say them right!

"I thought a thought but the thought I thought wasn't the thought I thought"

D. Evaluation

Task 23

Complete the conversation between Ida and Laila on the telephone.

Situation:
Ida plans to watch Ramayana Ballet at Prambanan temple with her sister next week. She speaks on the phone asking Laila to join.

Ida : Hello, …?
Laila : Yes, speaking.
Ida : Laila, it's me Ida. My sister and I will watch Ramayana Ballet at Prambanan temple next week. Will you join us?
Laila : Sure, that would be great. ... may I ask my brother to go as well?
Ida : …. Let's talk about our plan at school tomorrow. Bye.
Laila : ….

Task 24

Write a paragraph about one of your experiences in watching a live performance.

FUN SPACE: PROVERB

"Never do things by halves."

Meaning: You should not do an incomplete job.

E. Reflection

How much do you learn from this unit? Put a tick (√) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Starting, extending, and ending a conversation on the telephone	☐	☐	☐
Starting, extending, and ending a conversation with a stranger	☐	☐	☐
Showing attention to the speaker in a conversation	☐	☐	☐
Reading recount texts	☐	☐	☐
Writing recount texts	☐	☐	☐
Vocabulary	☐	☐	☐

F. Summary

In this unit you learn:

1. How to start, extend, and end a conversation on the telephone, for example:

Starting	Extending	Ending
• Hello? • Who is calling, please? • Can I speak to …?	• By the way, … • Well, …	• It was nice talking with you. • It's time for me to say good bye.

2. **How to start, extend, and end a conversation with a stranger, for example:**

Starting	Extending	Ending
• Excuse me, … • Lovely day, isn't it?	• By the way … • Tell me about it.	• Well, have a nice day. • I think I have to go now. • I must be off now.

3. **How to express attention to the speaker, for example:**

You're right. Right. Nice.
I see. Really? Is it?

4. **The letter 's'**

The letter 's' is generally pronounced /zɪz/ when occurring in the final syllable.

5. **Comparatives and Superlatives**

In general, you may use "–er" to make comparatives of shorter adjectives. For longer adjectives, you can use "more". You may use "–est" for superlatives of shorter adjectives. For longer ones, you can use "most". The word "the" is used for superlatives.

G. Vocabulary List

ability [ə'bɪlɪti] (*kb*) : keahlian; kemampuan
adequate ['ædɪkwət] (*ks*) : cukup
avoid [ə'vɔɪd] (*kkt*) : menghindari
chance [tʃɑːns] (*kb*) : kesempatan
content [kən'tent] (*ks*) : senang
embarrassing [ɪm'bærəsɪŋ] (*ks*) : memalukan
event [ɪ'vent] (*ks*) : acara; kesempatan
fortunate ['fɔːtʃənət] (*ks*) : beruntung
lucky ['lʌki] (*ks*) : beruntung
pinch [pɪnʃ] (*kkt*) : mencubit
present [prɪ'zent] (*kkt*) : mempersembahkan
skill [skɪl] (*kb*) : keahlian

UNIT
7

CELEBRATIONS AROUND THE WORLD

Nobody can always do everything without a help from others. In your daily life you often need something but cannot get it by yourself. It means that you need a help from others. Do you know how to ask for a favour and something politely? When other people need something and you know that you can help them, how do you give them a help? Sometimes you cannot help others for some reason. Then, how should you deal with that?

Do you sometimes read texts about the origins of some festivals around the world? Can you read and write such texts effectively? Learn those and more in this unit through challenging tasks.

A. Lead-in

Task 1

In pairs, study the following celebrations around the world. What are they? Choose the names in the box. Look at the example.

Sekaten New Year's Eve Christmas Halloween Chinese New Year Hari Raya Idul Fitri Holi Festival

Picture 7.1

(a) *Sekaten*

Picture 7.2

(b) …

Picture 7.3

(c) …

Picture 7.4

(d) …

Picture 7.5

(e) …

Picture 7.6

(f) …

B. Lesson Proper

Focus on Listening and Speaking

Task 2

Study and pronounce the following words. Then, listen carefully to the monologue on the story of Jack-O'-Lantern, one of Halloween symbols. While listening, complete the missing information. Look at the example. The listening script is in the Appendix.

1. drunkard [drʌŋkəd] (*kb*) : pemabuk
2. trickster ['trɪkstə] (*kb*) : penipu
3. carve [kɑːv](*kkt*) : memahat
4. cross [krɒs] (*kb*) : tanda silang
5. trap [træp] (*kkt*) : menjebak
6. devil ['devl] (*kb*) : setan
7. tempt [temt] (*kkt*) : menggoda
8. forbidden [fə'bɪdn] (*kki*) : dilarang
9. coal [kəʊl] (*kb*) : batubara
10. turnip ['təːnɪp] (*kb*) : lobak
11. immigrant ['ɪmɪgrənt] (*kb*) : imigran
12. pumpkin ['pʌmpkɪn] (*kb*) : labu

Jack-O'-Lantern

Once upon a time, there was a man named Jack. He was a 1) *drunkard* and trickster. One day, he tricked Satan up a 2) …. He carved an image of a 3) … in the tree's trunk to 4) … the devil. Jack made a deal with the devil. If the devil would never 5) … him again, he would 6) … to let him down the tree.

After Jack died, he was forbidden to 7) … Heaven because of his wickedness. He was also forbidden to enter Hell because he had tricked the 8) …. Instead, the devil gave him a single hot 9) … to light his way through the darkness. The coal was placed inside a hollowed-out turnip to keep it glowing longer.

Originally, the Irish used turnips as their "Jack's lanterns". However, when the immigrants came to America, they found 10) … were more plentiful than turnips. Therefore, the Jack-O'-Lantern in America was a hollowed-out pumpkin, lighted with a hot coal.

Jack-O'-Lantern has become one of the 11) … of Halloween. Halloween is celebrated on 31st October. It is now celebrated most commonly in United States, Canada, Ireland, the United Kingdom, Australia and New Zealand. It has also been celebrated in some parts of Western Europe.

(Adapted from: http://www.wikipedia.org)

Work in pairs to answer the following questions based on the monologue in Task 2.

Questions

1. What was Jack?
2. How did Jack trick the devil?
3. Why was Jack forbidden to enter Hell?
4. What did the devil give Jack to light his way through the darkness?
5. Why did the Irish use pumpkins as their Jack O' Lantern?
6. In what countries is the Halloween celebrated?

Picture 7.7

Listen to the story of Jack O' Lantern once again, and then read the following statements. Write T if the statement is true and F if the statement is false. Correct the false statements. Look at the example.

No	Statements	T/F	Corrections
1	The Jack-O'-Lantern comes from an Indian folklore.	F	It comes from Irish folklore.
2	Jack was a drunk and cheat.		
3	Jack carved a cross on the devil's body.		
4	After Jack died, he was allowed to enter Heaven.		

5	People in America found pumpkins more plentiful than turnips.		
6	Jack-O'-Lantern is the only symbol of Halloween.		

Study following dialogue and answer the questions. Then, act it out with a partner.

Situation:
John does not have any plan for Halloween. George asks him to join a party.

George : John, may I borrow your camera?
John : Yes, sure.
George : Next week is Halloween, isn't it? Have you got any plan for it?
John : Umm... I haven't got any. What about you?
George : Well, my cousin and his friends are going to have a costume party. He asked me to join.
John : That sounds interesting. I wish I had anything to do.
George : You may join us if you want to.
John : Really?
George : Of course. My cousin said that I may invite a friend.
John : By the way, Do you think you can lend me a costume?
George : I'm afraid not. I only have one, but I think my brother will lend you. He has two.
John : Thanks.

Questions
1. What does George say to borrow John's camera?
2. What does John say when he can lend George his camera?
3. What does John say to borrow George's costume?
4. What does George say when he cannot lend John his costume?

Study the following explanation.

In the dialogue in **Task 5,** you find expressions with different functions. Here are the expressions presented in a table.

Expressions	Functions
• John, may I borrow your camera? • Do you think you can lend me a costume?	Asking for goods and services
• Yes, sure.	Giving goods and services
• I'm afraid not.	Refusing to do something

The followings are some other expressions you may use.

Expressions	Functions
• Do you think you can …? • May I borrow your …? • Could you help me …? • Would you …?	Asking for goods and services
• Why not? • No problem. • Certainly.	Giving goods and services
• I'm sorry. I'm using it. • I don't think I can. • I wish I could, but…	Refusing to do something

FUN SPACE: JOKE

Q : Why do witches use brooms to fly on?
A : Because vacuum cleaners are too heavy…

Study and list the expressions of asking for, giving goods and services, refusing to do something. Then, act it out in pairs.

Situation:
Angelina would like to borrow Ida's book about celebrations around the world.

Angelina : Ida, could you help me clean the blackboard?
Ida : No problem.
Angelina : Thanks. By the way, would you accompany me to the library this afternoon?
Ida : I wish I could, but I have to go home early. My brother asked me to accompany him to the dentist.
Angelina : That's okay.
Ida : Anyway, what do you go to the library for?
Angelina : I'm looking for a book about celebrations around the world. I'm just curious about that.
Ida : Well, I think I have the book you are looking for.
Angelina : Really? So, do you think you can lend me your book?
Ida : Certainly.

Asking for goods and services	Giving goods and services	Refusing to do something

FUN SPACE: TONGUE TWISTER

Say them right!
"Which witch wished which wicked wish?"

Task 8

Study the following explanation.

In the dialogue in **Task 7** you find the word "curious". How do you pronounce it?

curious ['kjʊəriəs]

The letter 'c' is pronounced /k/ when followed by –u-. Here are some other examples.

curl [kə:l]
current ['kʌrənt]
curse [kə:s]
curtain ['kə:tən]
custom ['kʌstəm]

Task 9

You are in the following situations. What do you say? Look at the example.

1. You and your friend will go to Halloween party. You need your friend's help to prepare the costume. (ask for)
   ⇒ *Would you help me prepare the costume?*

2. Your teacher asks you to take her books from the office. (give)
   ⇒ *Yes, sure Ma'am.*

3. Your friend wants to borrow your handycam but you are using it. (refuse)

   ⇒ ____

4. You need more salt in your soup. You ask your sister to pass it to you. (ask for)

   ⇒ ____

5. Your friend wants to borrow your motorcycle but it's broken. (refuse)

⇒ ____

6. You are having lunch in a restaurant. You need more sugar for your tea. (ask for)

⇒ ____

7. Your younger brother asks you to help him do his assignment. (give)

⇒ ____

Have a dialogue with your classmate based on the following situation.

Your classmate is celebrating Christmas. He plans to buy ornaments for his Christmas tree. He asks you whether you have time to accompany him to buy them this evening. You say that you will be able to accompany him. Then, you ask your classmate whether he will give his old Christmas tree ornaments. He says that he already gave them to his neighbour.

Study and pronounce the following words. Then, use the words to fill in the blanks (change the forms if necessary). Look at the example.

1. region ['ri:dʒən] (*kb*) : wilayah
2. worship ['wə:ʃɪp] (*kb*) : pemujaan
3. annual ['ænjuəl] (*ks*) : setahun sekali, tahunan
4. sacrifice ['sækrɪfaɪs] (*kkt*) : berkorban
5. pray [preɪ] (*kki*) : berdoa

Roro Anteng and Jaka Seger

Picture 7.8

Once upon a time, there was a king named King Brawijaya. He ruled Majapahit kingdom. He has a daughter named Roro Anteng. Roro Anteng fell in love with Jaka Seger. He was a man from the Brahmin Caste. King Brawijaya did not agree with their relationship.

Roro Anteng and Jaka Seger left Majapahit. They moved to a place near Mount Bromo. They ruled the 1) *region* together. The people were prosperous under their leadership. However, they were unhappy because they had no children. Desperate, they decided to climb to the top of Mount Bromo. They 2) … for help to the god of Mount Bromo. He granted their wish. However, the youngest child must be sacrificed in the crater of the volcano.

After giving birth to 25 children, Roro Anteng and Jaka Seger have to 3) … their last child, Kesuma. If they broke their promise, they would be threatened with catastrophe. After Kesuma was sacrificed, they heard Kesuma's voice. He told everyone not to forget to perform 4) ….

Until now, the Tenggerese still perform the annual Kasada festival to remember Kesuma's sacrifice. The word 'Tengger' is derived from the last syllables of Roro An***teng*** and Joko Se***ger***. They present 5) … offerings of rice, fruits, vegetables, livestock, and other local products.

(Adapted from www.petra.ac.id)

Notes:

The text in Task 11 is a narrative text. Narrative texts focus on a pattern of events with a problematic and/or unexpected outcome. The purpose of the text is to entertain and educate the reader.

Narrative texts has three parts:

- Orientation
  It sets the scene and introduces the participants and characters.
- Complication
  It is a series of complications or crisis points which arise in the story.
- Resolution
  The crisis is resolved, for better or for worse.

Study the rule below.

In the text in **Task 11** you find the following sentence.

“The word 'Tengger' **is derived** from the last syllables of Roro An***teng*** and Joko Se***ger***.”

The sentence above is called Passive. It is the passive form of the present tense.

Present simple **am/is/are + V3**

Active: The people **present** the offerings.
Passive:The offerings **are presented** by the people.

Here are some other examples of Passives in the present tense:

The costumes **are prepared** by the committee.
The ceremony **is held** next Monday.

Task 13

Guess the meanings of the following words based on the context of the text in Task 11. Look at the example.

No.	Words	Meanings
1.	rule [ru:l] (*kkt*)	*memerintah*
2.	kingdom [ˈkɪŋdʌm] (*kb*)	
3.	relationship [rɪˈleɪʃnʃɪp] (*kb*)	
4.	prosperous [ˈprɒspərəs] (*ks*)	
5.	leadership [ˈliːdəʃɪp] (*kb*)	
6.	desperate [ˈdesprət] (*ks*)	
7.	decide [dɪˈsaɪd] (*kki*)	
8.	wish [wɪʃ] (*kki*)	
9.	promise [ˈprɒmɪs] (*kki*)	
10.	catastrophe [kəˈtæstrəfi] (*kb*)	
11.	offering [ˈɒfrɪŋ] (*kb*)	

Task 14

Answer the following questions based on the text in Task 11.

1. How many children did Roro Anteng and Joko Seger have?
2. What would happen if Roro Anteng and Joko Seger broke their promise to sacrifice their last child?
3. Who was Kesuma?
4. What is the name 'Tengger' derived from?
5. What do the Tenggerese do at Kasada ceremony?

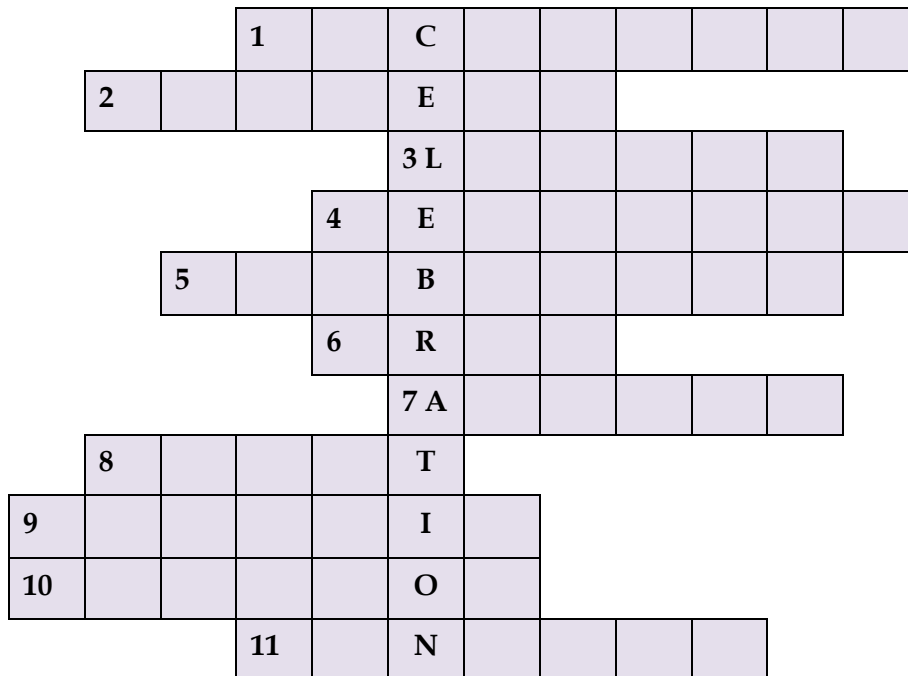
Task 15

What do the following words refer to?

1. **He** (paragraph 1, sentence 2) refers to *King Brawijaya.*
2. **They** (paragraph 2, sentence 2) refers to ….
3. **He** (paragraph 2, sentence 8) refers to ….
4. **He** (paragraph 3, sentence 4) refers to ….
5. **They** (paragraph 4, sentence 3) refers to ….

Task 16

Do this crossword puzzle.

			1		C						
	2				E						
					3 L						
				4	E						
		5			B						
				6	R						
					7 A						
	8				T						
9					I						
10					O						
			11		N						

Clues:

1. give up something that is valuable to you for a good purpose
2. portable lamp with a transparent case for a candle or flame
3. story from ancient times that may or may not be true
4. celebration
5. the synonym of "prohibited"
6. hope that something will happen
7. celebrated once in a year
8. agree to give somebody what they ask for
9. large round vegetable with thick orange skin
10. country ruled by a king or queen
11. a period of 100 years

Task 17

Find and rewrite a short narrative text about any Indonesian celebration.

C. Homework

Task 18

Complete the following conversation with the suitable expressions in the box.

No problem I'm sorry, I'm using it Would you take more biscuits in the cupboard May I borrow your telescope Do you think you can take the picture of the fireworks Certainly

Situation:
Fredy is celebrating New Year's Eve at his house with his friends.

Fredy : San, 1) …? I think we need more.
Sanusi : 2) …. I'll take it.
Adi : Andi, do you bring your digital camera?
Andi : Yes. Why?
Adi : 3) …?
Andi : 4) …. Look at the red one. It's marvelous!
Fredy : Yes, you're right. By the way, 5) …?
Adi : 6) …. Give me 5 minutes.
Fredy : Okay, no problem.

Task 19

Read the following text and answer the questions.

Saint Valentine

Saint Valentine was a priest who lived long ago at the time of the Roman Emperor, Claudius II. Claudius would not let soldiers marry. However, Valentine secretly performed marriage services for them. Then, he was discovered and was thrown into jail. Valentine fell in love with the jailer’s daughter while he was in prison. On the day he was put to death he sent her a little note which he signed, Your Valentine. Nowadays, many people think that Saint Valentine’s Day has something to do with that story.

(Adapted from Childcraft-Celebrations)

Questions

1. What is the text about?
2. Who was Saint Valentine?
3. Why was Saint Valentine in prison?
4. When did Valentine fall in love with a girl?
5. What does "them", in sentence 3, refer to?
6. What does "he", in sentence 5, refer to?

Find and rewrite two narrative texts about the origins of any celebrations in the internet, magazines, books, etc. You may choose one of the following options.

1. Thanksgiving
2. Halloween
3. Holi Festival in India
4. Boxing Day in Australia
5. Chinese New Year
6. Children's Day in Japan
7. Day of the Dead in Mexico
8. Hanukkah
9. Any celebration you know

Complete the following dialogues based on the situations. Use expressions of asking for, giving goods/services, and refusing to do something.

1. Asep : Do you think you can lend me some money?
   Wayan Legawa : …. I have just lost my wallet.

2. Elizabeth : Could you help me design my Valentine's costume tonight?
   Angelina : …, but I have to leave for Jakarta tonight.

3. Ketut Tantri : Would you help me have my hair done for the beauty contest tomorrow?
   Ida : …. I am experienced.

4. Fredy : Do you think you can lend me your camera?
   Sanusi : …. It's broken.

Based on each narrative text you write in Task 19, answer the following questions.

1. What is the story about?
2. Mention the main characters of the story.
3. How did the story begin?
4. What was the most important part of the story?
5. How did the story end?

D. Reflection

How much do you learn from this unit? Put a tick (√) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Asking for goods and services	☐	☐	☐
Refusing to do something	☐	☐	☐
Reading narrative texts	☐	☐	☐
Writing narrative texts	☐	☐	☐
Vocabulary	☐	☐	☐

F. Summary

In this unit you learn:

1. **How to ask for, give goods and services, and refuse to do something, for example:**

Asking for	Giving	Refusing to do
• Could you help me …? • May I borrow your …? • Would you …?	• Yes, sure. • Why not? • No problem.	• I'm sorry. I'm using it. • I'm afraid not. • I don't think I can.

2. **The letter 'c'**

The letter 'c' is pronounced /k/ when followed by –u-.

3. **Passive form of present tense**

Here is the pattern of passive sentences in present simple.

am/is/are + V3

4. **Narrative texts**

A narrative text focuses on a pattern of events with a problematic and/or unexpected outcome. The purpose of the text is to entertain and educate the reader. Narrative texts contain three parts: orientation, complication, and resolution.

G. Vocabulary List

annual [ˈænjʊəl] (*ks*) : setahun sekali
carve [kɑːv] (*kkt*) : memahat
coal [kəʊl] (*kb*) : batubara
decide [dɪˈsaɪd] (*kkt*) : memutuskan
devil [ˈdevl] (*kb*) : setan
drunkard [drʌŋkəd] (*kb*) : pemabuk
festival [ˈfestɪvl] (*kb*) : perayaan
folklore [ˈfəʊklɔː] (*kb*) : cerita rakyat
forbidden [fəˈbɪdn](*kki*) : dilarang
grant [grɑːnt] (*kkt*) : mengabulkan
immigrant [ˈɪmɪgrənt] (*kb*) : imigran
pray [preɪ] (*kki*) : berdoa
prosperous [ˈprɒspərəs] (*ks*) : makmur
pumpkin [ˈpʌmpkɪn] (*kb*) : labu
region [ˈriːdʒən] (*kb*) : wilayah
reign [reɪn] (*kb*) : memerintah
sacrifice [ˈsækrɪfaɪs] (*kb*) : berkorban
trickster [ˈtrɪkstə] (*kb*) : penipu
turnip [ˈtəːnɪp] (*kb*) : lobak
worship [ˈwəːʃɪp] (*kb*) : pemujaan

UNIT 8

ONCE UPON A TIME …

People often want to know what others think about something. In your daily life, you may also want to ask for opinions from others, give your opinions, or even refuse other people's opinions. Do you know how to do them very well?

Offering something may be helpful for those who need it. You may offer your classmate a drink when he or she is thirsty. On the other hand, your classmate may do the same to you. Then, you may accept or refuse his or her offer. Do you know how to do them very well?

The texts that you read may include legends from around the world. Can you read and write such texts effectively? Learn those and more in this unit through challenging tasks.

A. Lead-in

Task 1

In pairs, answer the following questions.

Picture 8.1

1. What is a legend?
2. Mention some legends you know.
3. What is your favourite legend? What is it about?
4. Do you know the legend of Nyi Roro Kidul (The Queen of South Ocean)? What's your opinion of the story?

B. Lesson Proper

Focus on Listening and Speaking

Task 2

Study and pronounce the following words. Then, listen carefully to the dialogue between Laila and Putri talking about the legend of the Queen of South Ocean. Write T if the statement is true and F if the statement is false. Correct the false statements. Look at the example. The listening script is in the Appendix.

1. famous ['feɪməs] (*ks*) : terkenal
2. comment ['kɒment] (*kb*) : komentar; ulasan
3. curse [kə:s] (*kb; kkt*) : kutukan; mengutuk
4. terrible ['terɪbl] (*ks*) : parah; buruk sekali
5. disease [dɪ'zi:z] (*kb*) : penyakit
6. cure [kju:ə] (*kkt*) : megobati
7. magically ['mædʒɪkli] (*kk*) : dengan ajaib
8. moral ['mɒrəl] (*ks*) : moral
9. value ['vælju:] (*kb*) : nilai
10. patient ['peɪʃənt] (*ks*) : sabar

No.	Statements	T/F	Correction
1	Nyi Roro Kidul is the Queen of North Ocean.	F	Nyi Roro Kidul is the Queen of South Ocean.
2	The legend of Nyi Roro Kidul is famous.		
3	Laila's teacher asked her to write a legend.		
4	Laila needs Putri's help to do her assignment.		
5	Laila knows the legend of Nyi Roro Kidul very well.		
6	There are some moral values in the legend of Nyi Roro Kidul.		

Study the following explanation.

Listen to the dialogue in **Task 2** once again. In the dialogue you find expressions with different functions. Here are the expressions presented in a table.

Expressions	Functions
• What's your opinion about the story?	Asking for opinions
• I think the story is interesting.	Giving opinions
• I don't think so.	Refusing opinions

Here are some other expressions you may use.

Expressions	Functions
• What's your opinion of…? • What do you think about that? • What do you feel about the…?	Asking for opinions

• I think … • In my opinion, … • I feel … • From my point of view, …	Giving opinions
• I don't think so. • But, in my opinion … • I can't feel that …	Refusing opinions

Study the explanation below.

In the dialogue in **Task 2** you find the word 'queen'. How do you pronounce it?

queen [kwiːn]

The letter 'q' is pronounced /kw/ in some words. Here are some other words.

quality ['kwɒlɪti]
quarrel ['kwɒrəl]
quart [kwɔːt]
question ['kweʃtʃən]
quick [kwɪk]

FUN SPACE: TRIVIA

The word "novel" originally derived from the Latin novus, meaning "new."

Complete the following dialogues using expressions of asking for, giving, and refusing opinions. Look at the example.

1) Adi : (Asking) *What do you think about the story of Malin Kundang?*
   Sanusi : I think the story is very touching.

2) Laila : I think the story of Loro Jonggrang is not interesting.
   Asep : (Refusing) ….

3) Angelina : What do you feel about the legend of Situ Bagendit?
   Ketut Tantri : (Giving) ….

4) Andi : What is your opinion about the legend of Lake Toba?
   Fredy : (Giving) ….

5) Sanusi : In my opinion, the story of Tangkuban Prahu does not make sense.
   Angelina : (Refusing) ….

6) Adi : (Asking) ….
   Fredy : I think the legend of Banyuwangi is about faith.

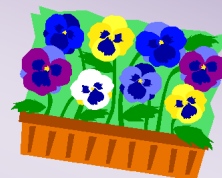
Study and practise the following conversation. Then, answer the questions.

Situation:
Angelina and Elizabeth are at Ketut Tantri's house. They are doing their homework together.

Picture 8.2

Angelina : Tantri, how many stories did you get?
Ketut Tantri : I got five. I found them in my sister's magazines. What about you?
Angelina : I only got three.
Elizabeth : Don't worry Angelina. I got nine. Would you like to have some?
Angelina : Thank you, I would.
Ketut Tantri : By the way, can I offer you a drink? I will make lemon tea.
Elizabeth : Oh, yes, please.
Angelina : That would be very nice.
Elizabeth : Would you like me to help you?
Ketut Tantri : No, don't bother. I can do it myself.

Questions

1. What are they talking about?
2. What expression does Elizabeth use for offering the stories to Angelina?
3. How does Angelina accept Elizabeth's offer? What does she say?
4. What expression does Ketut Tantri use for offering a drink?
5. How do Elizabeth and Angelina accept Ketut Tantri's offer?
6. What does Elizabeth say when she offers to help Ketut Tantri to make the drinks?
7. How does Ketut Tantri answer to Elizabeth's offer?

Study the following explanation.

In the dialogue in **Task 6**, you find expressions with different functions. Here are the expressions presented in a table.

Expressions	Functions
• Would you like to have some? • Can I offer you a drink? • Would you like me to help you?	Offering something
• Thank you, I would. • Oh, yes, please. • That would be very nice.	Accepting something
• No, don't bother.	Refusing something

Here are some other expressions you may use.

Expressions	Functions
• Will you have a cup of tea? • Won't you have …?	Offering something
• Thank you. • Thanks a lot. • I'd like very much.	Accepting something
• No, thank you. • That's very kind of you, but…. • I don't think so, thank you.	Refusing something

Have a dialogue with your classmate based on the following situations. Use the expressions of offering, accepting, and refusing something. Suppose you and your classmate are characters in the following scenes. Look at the examples.

1. You are the richest man in your village. You see a beggar. The beggar looks very hungry. You offer the beggar some bread. The beggar accepts your offer.

   The Richest Man : Can I offer you some bread?
   The Beggar : Thanks a lot.

2. You are a prince. You are on the way to a village and you feel very thirsty. Suddenly, you meet a woman who offers you a drink. You know that she is a witch. You refuse her offer.

3. You are a shepherd. You see a stupid giant. He wants to cut a rope but he does not know how to do it. You offer him a knife. He accepts your offer.

4. You are a fisherman. You caught a lot of fish today. You see a hungry cat. You offer some fish to the cat. The cat accepts your offers.

5. You are a fortune teller. You know that there is a black magician who wants to hurt the princess. You offer a magic ring to protect her from evil curse from the witch. Unfortunately, the princess refuses the ring.

Read the following text, and then guess the meanings of the words based on the context. You may use your dictionary. Look at the example.

The Legend of Nyi Roro Kidul **(The Queen of South Ocean)**	**Generic structure**
 Picture 8.3	
Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It means The goddess of sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.	**Orientation**
The King decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The King did not agree. Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita's beautiful body full of ulcer. Then, Kadita's body was full of ulcer. It smelled bad. The beautiful princess cried. The King was very sad. No one could cure his daughter's illness. The King did not want her daughter to be a rumour so he sent his daughter away. The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She jumped into the water and swam.	**Complication**

Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.	**Resolution**

(Adapted from www.geocities.com)

Notes:

The text in **Task 9** is a narrative text. As explained in **UNIT 7**, narrative texts focus on a pattern of events with a problematic and/or unexpected outcome. The purpose of the text is to entertain and educate the reader.
Narrative texts contain three parts:

- Orientation
  It sets the scene and introduces the participants and characters.
- Complication
  It is a series of complications or crisis points which arise in the story.
- Resolution
  The crisis is resolved, for better or for worse.

No.	Words	Meanings
1.	expect [ɪkˈspekt] (*kkt*)	*mengharapkan*
2.	magician [məˈdʒɪʃn] (*kb*)	
3.	itch [ɪtʃ] (*kb*)	
4.	ulcer [ˈʌlsə] (*kb*)	
5.	stinky [stɪŋkɪ] (*ks*)	
6.	cure [kjuːə] (*kkt*)	
7.	illness [ˈɪlnəs] (*kb*)	
8.	rumour [ˈruːmə] (*kb*)	
9.	noble [ˈnəʊbl] (*ks*)	
10.	miracle [ˈmɪrəkl] (*kb*)	
11.	command [kəˈmɑːnd] (*kkt*)	

Task 10 **Read the text in Task 9 once again and answer the following questions.**

1. Why was Kadita called Dewi Srengenge?
2. Who was Kadita's step mother?
3. What did the black magician do?
4. What did the King do to keep his daughter from being a rumour?
5. What happened to Kadita when she jumped into the ocean?

Task 11 **Rearrange the jumbled paragraphs of 'La Llorona, The Crying Woman', a legend from New Mexico, into a good story.**

Picture 8.4

When the fifth son was born, the man took him to the river. This time, his wife followed him although she was still weak and bleeding from giving birth. When he threw the child in the river, the woman jumped into the river to catch her son. Unfortunately, she could not swim. The woman and her baby were swept away by the current and they both drowned. Paragraph …

Finally, the sound of the crying woman made the man mad. He grabbed a knife and jumped into the river to kill her. But the poor man did not know how to swim. The current swept him away and he drowned. From that day the spirit of La Llorona still haunts the waters and lakes. Paragraph …

The next night, the woman's spirit returned to the river beside her home. She was crying and searching for the son. At first, the poor man was terrified by the spirit of his wife. He begged her to return to the spirit realm. But she did not hear him. Paragraph …

Once, there was a poor man who married a beautiful woman. They lived happily. However, the man insisted that they were too poor to have any children. When he found out his wife was pregnant, the man was very angry. He told the woman that they could not keep the child. Paragraph …

When their first son was born, the man drowned the child in the river. His wife could not do anything to help the child. When the second child was born, the man did the same. The same thing happened to their third and fourth child.

Paragraph …

(Adapted from www.americanfolklore.net)

Study the rule below.

In the text in **Task 11** you find the following sentences.

- "The woman and her baby **were swept away** by the current and they both drowned."
- "At first, the poor man **was terrified** by the spirit of his wife."

Those sentences are called the passive form of the past tenses.

Past simple **was/were + V3**

Active: The fisherman **caught** a very big fish.
Passive: A very big fish **was caught** by the fisherman.

Other examples:

A tiger **was trapped** by the hunters.
This bridge **was built** by the villagers.

C. Homework

Task 13

Complete the following conversation with the suitable expressions in the box.

That would be very nice what do you think about our library book collection can I offer you soft drink What do you feel about my idea I think that's a very great idea I don't think so I think its collection is quite complete

Situation:
Asep, Laila, and Putri are talking about the book collection of the school library.

Asep : Laila, 1) ….?
Laila : I don't know exactly, but 2) ….
Putri : 3) …. Do you remember when Mrs. Nisa asked us to find some national legends? I couldn't find any book there.
Laila : Oh, yes. I forgot about that.
Asep : I have an idea. I really want to add our library book collection. Anyway, I can't do it by myself. I want to ask our schoolmates to donate some books. Just imagine how many books we will have if every student donates a book! 4) …?
Putri : 5) ….
Laila : Yes, you're right. I feel that our schoolmates and even our teachers will support your idea. You should propose your idea.
Asep : That's right. By the way, 6) ….? I will go to the canteen.
Laila & Putri : 7) ….

Task 14

Read the following legend of Banyuwangi, and then make a summary by listing important information in the boxes.

The Legend of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo. The king had a Prime Minister named Raden Sidopekso. The Prime Minister had a wife named Sri Tanjung. She was so beautiful that the king wanted her to be his wife.

One day, the King sent his Prime Minister to a long mission. While the Prime Minister was away, the King tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidopekso went back, the King told him that his wife was unfaithful to him. The Prime Minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her. He brought her to the river bank. Before he kill her and threw her into the river, she said that her innocence would be proven.

Picture 8.5

After Sidopekso killed her, he threw her dead body into the dirty river. The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, "Banyu…Wangi… Banyuwangi". This means "fragrant water". Banyuwangi was born from the proof of noble and sacred love.

(Adapted from: www.eastjava.com)

1) Who was Raden Sidopekso?

____

____

____

2) Who was Sri Tanjung?

____

____

____

3) Why did the King want Sri Tanjung to be his wife?

____

____

____

4) How did the King try to get Sri Tanjung?

____

____

____

5) Why was the Prime Minister very angry with his wife?

____

____

____

6) How did Raden Sidopekso kill his wife?

____

____

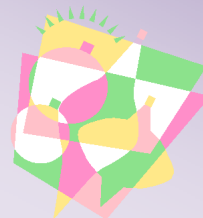
____

7) What was finally proved in the story?

____

____

____

Find a legend from your region. Then, make a summary of it.

D. Evaluation

Task 16

Complete the following dialogues using suitable expressions.

- Complete the dialogues using the expressions of:

1) asking for opinions
   A : ….
   B : I think the story is interesting.

2) giving opinions
   A : What do you think about the story of *Bawang Merah* and *Bawang Putih*?
   B : ….

3) refusing opinions
   A : In my opinion, the legend of Nyi Roro Kidul is ridiculous.
   B : ….

- Complete the dialogues using the expressions of:

1) offering something
   A : ….
   B : Thank's a lot.

2) accepting something
   A : Won't you have something to eat?
   B : ….

3) refusing something
   A : Can I offer you a cup of coffee?
   B : ….

Task 17

Read the following text and answer the questions.

Little Red Riding Hood

Once upon a time, there was a girl called Little Red Riding Hood. The girl walked through the woods to deliver food to her grandmother. A wolf wanted to eat her but was afraid to do so in public. The wolf approached the girl. She naively told him where she was going. He advised the girl to pick up some flowers. She really did it. In the meantime, he went to the grandmother's house and gained entry by pretending to be the girl. He ate the grandmother and waited for the girl. He disguised as the grandmother. When the girl arrived, he ate the girl too. However a hunter came to rescue and cut the wolf open. Little Red Riding Hood and her grandmother emerged unharmed. They filled the wolf's body with heavy stones, which killed him.

(*Adapted from: www.wikipedia.org*)

Questions

1. What is the text about?
2. Why did Little Red Riding Hood walk through the woods?
3. What did the wolf do to the girl in order to enter the grandmother's house?
4. Who came to rescue the girl and her grandmother?
5. What does "her", in sentence 3, refer to?
6. What does "they", in the last sentence, refer to?

Task 18

Find and write two of your favourite legends. Then, report it to the class.

FUN SPACE: TRIVIA

The first illustrated book for children was published in Germany in 1658.

E. Reflection

How much do you learn from this unit? Put a tick (√) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Understand how to ask for, give, and refuse an opinion.	☐	☐	☐
Understand how to offer, accept, and refuse something.	☐	☐	☐
Understand narrative texts	☐	☐	☐
Know how to write narrative texts	☐	☐	☐
Vocabulary	☐	☐	☐

F. Summary

In this unit you learn:

1. How to ask for, give, and refuse an opinion, for example:

Asking for	Giving	Refusing
• What's your opinion of…? • What do you think about that?	• I think … • In my opinion, … • I feel …	• I don't think so. • But, in my opinion …

2. The letter 'q'

The letter 'q' is pronounced /kw/ in some words.

3. **How to offer, accept, and refuse something, for example:**

Offering	Accepting	Refusing
• Will you have a cup of tea? • Would you like…?	• Thank you. • Yes, please. • Thanks a lot.	• No, thank you. • No, don't bother. • That's very kind of you, but….

4. **Passive forms of the past tenses**

Here is the pattern of Passives in Past simple.

was/were + V3

5. **Narrative texts**

A narrative text focuses on a pattern of events with a problematic and/or unexpected outcome that entertains and educates the reader. Narrative texts contain three parts: orientation, complication, and resolution.

G. Vocabulary List

bank [bæŋk] (*kb*) : tepi
beggar ['begə] (*kb*) : pengemis
beg [beg] (*kki*) : memohon
black magician [blæk mə'dʒɪʃn] (*kb*) : dukun jahat

collection [kəˈlekʃən] (*kb*) : koleksi
command [kəˈmɑːnd] (*kkt*) : memerintah
complete [kəmˈpliːt] (*ks*) : lengkap
cure [kjuːə] (*kkt*) : menyembuhkan
current [ˈkʌrənt] (*kb*) : aliran
curse [kəːs] (*kb*) : kutukan
drown [draʊn] (*kki*) : tenggelam
evil [ˈiːvl] (*ks*) : jahat
expect [ɪkˈspekt] (*kkt*) : mengharapkan
fortune-teller [ˈfɔːtʃən ˈtelə] (*kb*) : peramal
giant [ˈdʒaɪənt] (*kb*) : raksasa
grab [græb] (*kkt*) : mengenggam
haunt [hɔːnt] (*kkt*) : menghantui
illness [ˈɪlnəs] (*kb*) : penyakit
insist [ɪnˈsɪst] (*kki*) : bersikeras
jump [dʒʌmp](*kki*) : melompat
legend [ˈledʒənd] (*kb*) : legenda
mad [mæd] (*ks*) : marah
merchant [ˈməːtʃənt] (*kb*) : saudagar
miracle [ˈmɪrəkl] (*kb*) : keajaiban
mission [ˈmɪʃn] (*kb*) : misi
noble [ˈnəʊbl (*ks*)] : mulia
proof [pruːf] (*kb*) : bukti
realm [relm] (*kb*) : alam
return [rɪˈtəːn] (*kki*) : kembali
rumour [ˈruːmə] (*kb*) : rumor
spirit [ˈspɪrɪt] (*kb*) : roh
stinky [stɪŋkɪ] (*ks*) : bau yang memuakkan
terrify [ˈterɪfaɪ] (*kkt*) : menakuti
ulcer [ˈʌlsə] (*kb*) : borok
unfortunately [ʌnˈfɔːtʃənətli] (*kk*) : sayangnya
witch [wɪtʃ] (*kb*) : penyihir

UNIT
9

A FRIEND IN NEED IS A FRIEND INDEED.

In your daily life, you often ask for agreement from others in many cases. On the other hand, you may need to say that you agree or disagree with something. Do you know how to do them very well?

When other people are talking to you, you should pay attention to them. Sometimes you also need to respond to what they say. Do you know how to do it?

What comes to your mind when you hear the word "friend"? Does it mean something to you? The texts you read may include stories about friendship. Can you read and write such texts effectively? Learn those and more in this unit through challenging tasks.

A. Lead-in

Task 1 **In pairs, answer the following questions.**

Picture 9.1

1. What is a friend?
2. Do you agree with the proverb "A friend in need is a friend indeed"?
3. Why is friendship so important?
4. What do you like about your friends?

B. Lesson Proper

Focus on Listening and Speaking

Task 2 **Listen carefully to the fable about the lion and the bear. Complete the missing information. Then, answer the questions.**

The Lion and the Bear

On a summer day, when the hot 1) … made the animals 2) … a Lion and a Bear came at the same time to a 3) … to drink. They argued which one of them should drink first. Soon, they were fighting. When they stopped for a moment, they saw some 4) …. Those eagles were watching in the 5) …. They waited for the one who would die first. Finally, the Lion and the Bear stopped fighting. The Lion said, "It is better for us to be friends."

(Adapted from http://etext.lib.virginia.edu)

Questions

1. What day was it in the story?
2. What made the animals thirsty?
3. Who came to the river at the same time?
4. What did the Lion and the Bear do at the river?
5. Why did the Lion and the Bear stop fighting?

Listen carefully to the conversation between Sanusi and his classmates, and then choose the right statement by giving a tick (√). Look at the example. The listening script is in the Appendix.

Situation:
Sanusi asks his classmates about the story of "The Lion and the Shepherd".

1. ☑ Sanusi asks Adi whether he knows the story of "The Lion and the Shepherd".
   □ Sanusi asks Adi whether he wants to read the story of "The Lion and the Shepherd.
   □ Sanusi asks Adi whether he has the story book of "The Lion and the Shepherd".

2. □ Adi thinks that the story of "The Lion and the Shepherd" is plain.
   □ Adi thinks that the story of "The Lion and the Shepherd" is boring.
   □ Adi thinks that the story of "The Lion and the Shepherd" is touching.

3. □ At first, Fredy thought that the story of "The Lion and the Shepherd" was interesting.
   □ At first, Fredy thought that the story of "The Lion and the Shepherd" was plain.
   □ At first, Fredy thought that the story of "The Lion and the Shepherd" was touching.

4. □ Adi says that the story contains moral values.
   □ Adi says that the story contains spiritual values.
   □ Adi says that the story contains mortal values.

5. □ We learn about kinship from the story.
   □ We learn about ownership from the story.
   □ We learn about friendship from the story.

6. □ "The Lion and the Shepherd" is a true story.
   □ "The Lion and the Shepherd" is a fiction.
   □ "The Lion and the Shepherd" is nonfiction.

Study the following explanation.

In the conversation in **Task 3** you find expressions with different functions. Here are the expressions presented in a table.

Expressions	Functions
• Don't you think so, Fredy? • Do you agree with me, Fredy?	Asking for agreement
• You're right. • Yes, I do.	Agreeing
• I don't think so. • That's wrong. • Yes, that's true, but …	Disagreeing

Here are some other expressions you may use.

Expressions	Functions
• Don't you agree? • Do you agree if …?	Asking for agreement
• You're right. • That's right. • Yes, that's true. • True enough.	Agreeing
• I'm not sure. • I can't agree.	Disagreeing

Study the explanation below.

In the conversation in **Task 3** you find the word "wrong". How do you pronounce it?

wrong [rɒŋ]

The letter 'w' is pronounced silent when followed by –r-. Here are some other examples.

wrap [ræp]
wrist [rɪst]
write [raɪt]
written [ˈrɪtn]
wrote [rəʊt]

Have a dialogue with your classmate based on the following clues. Include expressions of asking for and giving agreement. Look at the example.

1. Friends are priceless. (agree/disagree)

   You : Don't you agree that friends are priceless?
   Your Classmate : Yes, you're right.

2. Fables only tell about friendship. (agree/disagree)
3. Good friends always have to do everything together. (agree/disagree)
4. Friendship should be based on popularity. (agree/disagree)
5. Good friends should compliment each other. (agree/disagree)
6. Good friends always tell you the truth. (agree/disagree)

Study and practise the following dialogues. Then, pay attention to the explanation.

Dialogue 1

I really like this story. It is an amazing story about friendship.

I see.

Picture 9.2

Dialogue 2

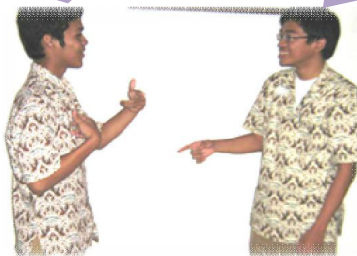
I don't know what happens with Andi. He keeps silent all day long.

It's strange. He is usually very talkative.

Picture 9.3

Dialogue 3

I met my old friend today. We haven't seen each other since 7 years ago.

It's interesting you still remember each other.

Picture 9.4

Explanation:
The expressions in bold in the dialogues are used to express responses to statements. You can use the following expressions to respond to a statement.

Responding to a statement

- I see. (to say that you understand with a statement)
- It's strange. (to express that something is strange)
- It's surprising. (to say that you are surprised by a statement)
- It's interesting. (to say that you are interested)
- What a coincidence! (to say when two things happen at the same time by chance)
- It's amazing. (to say that you are amazed)

Give your responses to the following statements. Look at the example.

1)

Wayan Legawa told me that our new English teacher is his uncle.

What a coincidence!

Picture 9.5

2)

3)

4)

5)

Picture 9.6

Picture 9.7

Picture 9.8

Picture 9.9

6)

Picture 9.10

Focus on Reading and Writing

Task 9 **Read the fable about the lion and the shepherd. Then, guess the meanings of the words based on the context. You may use your dictionary. Look at the example.**

The Lion and the Shepherd

Picture 9.11

Once upon a time, there was a Lion in a forest. Suddenly, the Lion stepped on a thorn. Then, the Lion met a shepherd. The Lion came to him and said, "I am begging you and needed your help." The shepherd examined him bravely. Finally, he discovered the thorn. He pulled it out with his hand. The lion thanked the shepherd. Then, the Lion returned into the forest.

One day, the shepherd was imprisoned on a false accusation. He was going to be the Lion's prey for his crime. However, when the Lion was released from his cage, he recognized the shepherd. The shepherd was the man who healed him. The lion did not attack the shepherd. He came to the shepherd and placed his foot on his knee.

The King was very surprised because the Lion did not attack the shepherd. After he heard the story, he released the Lion. He also let the Shepherd go.

(Adapted from http://etext.lib.virginia.edu)

Notes:

The text in **Task 9** is a narrative text. As explained in **UNIT 7** and **8**, narrative texts focus on a pattern of events with a problematic and/or unexpected outcome. The purpose of the text is to entertain and educate the reader. Narrative texts contain three parts: orientation, complication, and resolution.

No.	Words	Meanings
1.	shepherd ['ʃepəd] (*kb*)	gembala
2.	thorn [θɔ:n] (*kb*)	
3.	examine [ɪg'zæmɪn] (*kkt*)	
4.	discover [dɪs'kʌvə] (*kkt*)	
5.	pull [pʊl] (*kkt*)	
6.	imprisoned [ɪm'prɪzənd] (*ks*)	
7.	accusation [ækjʊ'zeɪʃn] (*kb*)	
8.	prey [preɪ] (*kb*)	
9.	release [rɪ'li:s] (*kkt*)	
10.	cage ([keɪdʒ] *kb*)	
11.	recognize ['rekəgnaɪz] (*kkt*)	
12.	heal [hi:l] (*kkt*)	

Read the fable in Task 7 once again. Then, write T if the statement is true and F if the statement is false. Correct the false statements. Look at the example.

No.	Statements	T/F	Correction
1.	The Lion did not need the shepherd's help when he stepped on the thorn.	F	The Lion needed the shepherd's help.
2.	The shepherd was afraid of the Lion.		
3.	The shepherd pulled the thorn out with his hand.		
4.	The shepherd saved the Lion's life.		
5.	The Lion killed the shepherd.		
6.	The King finally released the shepherd.		

Discuss the synonyms of the following words. You may open your dictionary or thesaurus. Look at the example.

No.	Words	Synonyms
1	popular (*ks*)	famous
2	release (*kkt*)	
3	accusation (*kb*)	
4	prey (*kb*)	
5	imprisoned (*ks*)	
6	attack (*kkt*)	

Study the following explanation. Then, change the verbs into the correct forms (past continuous or simple past tense form). Look at the example.

Past continuous tense

- Past continuous tense is used to say that someone was in the middle of doing something at a certain time in the past.

I/he/she	**was**	} **V-ing**
we/they/you	**were**	

Examples:
I **was studying** at my bestfriend's house.
They **were making** a birthday cake for their friend.

- We often use past continuous tense and past simple tense together to say that something happened in the middle of something else. The patterns are:

  ⇒ *Past continuous tense + when + Simple past tense*
  Example: She **<u>was reading</u>** a novel **<u>when</u>** her old friend **<u>called</u>**.

  ⇒ *Simple past tense + while + Past continuous tense*
  Example: My friend **<u>came</u>** to my house **<u>while</u>** I **<u>was sleeping</u>**.

1. The elephants *were bathing* (bath) in the river bank when the hunters *came* (come).
2. It … (rain) when the visitors …. (arrive).
3. The old woman … (find) the cat while she … (pick) the fruits.
4. The shepherd … (sleep) when the tiger … (attack) one of his goats.
5. The little boy … (rescue) the turtle while he … (swim) in the shore.
6. The farmer … (catch) the monkey when it … (eat) the bananas.

Task 13 **Rewrite the story of "The Lion and the Shepherd" in your own words.**

FUN SPACE: RIDDLE

What is the difference between a lion with toothache and a wet day?

answer:
One is roaring with pain the other is pouring with rain.

C. Homework

Task 14 **Complete the following conversation with the suitable expressions in the box.**

Do you agree if we stay the night in my house to do this assignment tonight It's interesting Yes, I do I see You're right I'm not sure

Situation:
Asep and his classmates plan to do their assignment.

Asep : Have you read the novel?
Andi : Of course. What about you?
Asep : I haven't finished reading it. I am very busy this week.
Fredy : 1) …. You and your team are going to join the basketball competition next month.
Asep : 2) ….?
Andi : 3) …. We only have two weeks. What about you, Fredy?
Fredy : 4) …. Today is my brother's birthday. His friends and I will make a surprise party for him.
Asep : 5) ….
Andi : Do you agree if we stay the night at Asep's house tomorrow night?
Fredy : 6) …. I'm free tomorrow.
Asep : Okay. See you tomorrow at my house.
Andi & Fredy : See you.

Task 15

Find two fables about friendship. Then, make a summary of it on your notebook.

D. Evaluation

Task 16

Complete the following dialogues with suitable expressions.

1. Woman : Andi is a very nice person. Don't you think so?
   Man : …. He is always kind to everyone.

2. Woman : Don't you think that our new classmate is clever?
   Man : …. He seldom answers correctly when the teacher asks a question.

3. Man : Laila should not go out alone late at night.
   Woman : …. It's too dangerous.

4. Woman : I heard that Wayan Legawa won the poetry writing competition.
   Man : …. I thought he did not join the competition.

5. Woman : I met Ida at the market yesterday.
   Man : …. She said she was in Yogyakarta yesterday.

Task 17

Have a dialogue with your classmate talking about "keeping a secret from your best friend". Use the expressions of agreement and disagreement in your conversation.

Read the following text, and then answer the questions.

A countryman's son stepped on a snake's tail accidentally. The tail suddenly turned and hit him so that he died. The father was very angry so that he cut off part of the snake's tail. Then, the snake in revenge stung several of the farmer's cattle. It caused him great loss. However, the farmer decided to stop the fight with the snake. He brought food and honey to the mouth of its lair, and said to it, "Let's forget and forgive. Perhaps you were right to punish my son, and take revenge on my cattle, but surely I was right in trying to revenge him. Now that we are both satisfied, why should not we be friends again?" "No, no," said the snake. "Take away your gifts. You can never forget the death of your son, nor I the loss of my tail. Injuries may be forgiven, but not forgotten."

Questions

1. What is the text about?
2. Why did the countryman's son die after he stepped on the snake's tail?
3. Who cut off part of the snake's tail?
4. What happened after the farmer and the snake stopped their fight?
5. What does "him", in sentence 2, refer to?
6. What does "he", in sentence 7, refer to?
7. What is the most suitable title for the text?

FUN SPACE: PROVERB

"A friend in need is a friend indeed."

Meaning: A good friend is with you even in times of trouble.

E. Reflection

How much do you learn from this unit? Put a tick (√) in the right box according to how much you have learnt.

Aspects	Very much	Much	Little
Asking for and expressing agreements	☐	☐	☐
Responding to statements.	☐	☐	☐
Reading narrative texts.	☐	☐	☐
Writing narrative texts.	☐	☐	☐
Vocabulary	☐	☐	☐

F. Summary

In this unit you learn:

1. How to ask for and express agreement/disagreement, for example:

Asking for Agreement	**Agreeing**	**Disagreeing**
• Do you agree with …? • Don't you think so? • Don’t you agree?	• You're right. • That's right. • Yes, that's true.	• I don't think so. • That's wrong. • I'm not sure.

2. **The letter ‘w’**

The letter ‘w’ is pronounced silent when followed by –r-.

3. **How to respond to a statement, for example:**

I see.	It's strange.
It's interesting.	What a coincidence!

4. **Past continuous tense**

- The past continuous tense is used to say that someone was in the middle of doing something at a certain time in the past.

I/he/she	**was**	**V-ing**
we/they/you	**were**	

- We often use the past continuous tense and past simple tense together to say that something happened in the middle of something else. The patterns are:

  - *Past continuous tense + when + Simple past tense*
  - *Simple past tense + while + Past continuous tense*

5. **Narrative texts**

A narrative text focuses on a pattern of events with a problematic and/or unexpected outcome that entertains and educates the reader. Narrative texts contain three parts: orientation, complication, and resolution.

G. Vocabulary List

accusation [ækjʊ'zeɪʃn] (*kb*) : tuduhan
aid [eɪd] (*kb*) : bantuan
amusing [ə'mju:zɪŋ] (*ks*) : menyenangkan
attack [ə'tæk] (*kkt*) : menyerang
beg [beg] (*kkt*) : memohon
bravely ['breɪvəli] (*kk*) : dengan berani
cage ([keɪdʒ] *kb*) : kandang
coincidence [kəʊ'ɪnsɪdəns] (*kb*) : kebetulan
discover [dɪs'kʌvə] (*kkt*) : menemukan
examine [ɪg'zæmɪn] (*kkt*) : memeriksa
fable ['feɪbl] (*kb*) : fabel
feel [fi:l] (*kkt*) : merasakan
fiction ['fikʃn] (*kb*) : fiksi
friendship ['frendʃɪp] (*kb*) : persahabatan
heal [hi:l] (*kkt*) : menyembuhkan
imprisoned [ɪm'prɪzənd] (*ks*) : dipenjara
indeed [ɪn'di:d] (*kk*) : sangat
kinship [kɪnʃɪp] (*kb*) : kekerabatan
meet [mi:t] (*kkt*) : bertemu
ownership ['əʊnəʃɪp] (*kb*) : kepemilikan
plain [pleɪn] (*ks*) : biasa; datar
popularity [pɒpju'lærɪti] (*kb*) : kepopuleran
prey [preɪ] (*kb*) : korban, mangsa
proverb ['prɒvə:b] (*kb*) : peribahasa
pull [pʊl] (*kkt*) : menarik
recognize ['rekəgnaɪz] (*kkt*) : mengenali
release [rɪ'li:s] (*kkt*) : membebaskan
shepherd ['ʃepəd] (*kb*) : gembala
surprise [sə'praɪz] (*kb*) : kejutan
thorn [θɔ:n] (*kb*) : duri
touching ['tʌtʃɪŋ] (*ks*) : menyentuh
value ['vælju:] (*kb*) : nilai

Semester 2 Review

Listening Section

In this part, you will listen to short conversations between two people. Choose the best answer to each question.

1. What does the woman mean?
   a. She wants to talk to Fredy on the telephone.
   b. She wants to speak to the man about Fredy.
   c. She wants to talk about Fredy.
   d. She wants the man to talk to Fredy.

2. What does the woman mean?
   a. She will hang the telephone.
   b. She wants the man to hang the telephone.
   c. She will end the conversation on the telephone.
   d. She wants to start a conversation.

3. What does the woman mean?
   a. She is afraid of her sister.
   b. She has to leave the man to take her sister to school.
   c. She has to take care of her sister.
   d. She is afraid that her sister does not want to go to school.

4. What does the woman mean?
   a. She does not want to help the man clean the room.
   b. She wants the man to help her clean the room.
   c. She will not help the man clean the room.
   d. She will help the man clean the room.

5. What does the man mean?
   a. He cannot lend her his pencil.
   b. He wants to borrow a pencil.
   c. He can lend her his pencil.
   d. He does not want to borrow a pencil.

6. What does the woman mean?
   a. She should not have watched the movie.
   b. She missed the ending.
   c. She hates movies.
   d. She does not like movies that end sadly.

7. What does the man mean?
   a. He is very thirsty.
   b. He accepts the woman's offer.
   c. He declines the woman's offer.
   d. He wants to offer the woman a drink.

8. What does the man mean?
   a. He will not meet the woman tomorrow morning.
   b. He lets the woman meet him tomorrow morning.
   c. He will tell her the news tomorrow morning.
   d. He asks the woman to meet him tomorrow morning.

9. What does the man mean?
   a. He will accompany the woman to go to Putri's birthday party.
   b. He asks the woman's parents to let her go to Putri's birthday party.
   c. He tells the woman to ask her brother to go with her to Putri's birthday party.
   d. He does not want to go to Putri's birthday party with her.

Reading Section

In this part, you have to choose the best answer to each question based on the alternatives given.

Text 1

The Old Grandfather and His Grandson

Once upon a time there was a very old grandfather. His eyes were almost blind, his ears were deaf, and his knees shook. When he sat at the table, he could not hold a spoon strongly. He spilled soup on the tablecloth. Besides this, some of his soup would run back out of his mouth.

His son and his son's wife were annoyed by this. Finally, they made the old grandfather sit in the corner behind the stove. They gave him not enough food in a clay bowl. He sat there and looked sadly at the table. He was almost crying.

One day the old grandfather could not hold the bowl because his hands were too weak. The bowl fell to the ground and broke. The woman scolded. However, the old grandfather did not say anything. He could only cry. Then, they bought him a wooden bowl and made him eat from it.

Once when they were all sitting there, the four year old grandson put some pieces of wood together on the floor. His father asked him what he was doing. The little grandson said that he was making a little trough for his father and mother to eat from when he was big."

The man and the woman looked at one another. They began to cry. They brought the old grandfather to the table immediately. Since then, they always let him eat there. If he spilled a little, they did not say anything.

(Adapted from: http://www.pitt.edu)

10. How did the old grandfather's son and his son's wife treat him?
    a. They treated him nicely.
    b. They treated him very badly.
    c. They treated him like a child.
    d. They treated him very carefully.

11. How did the old grandfather feel about his son's and his son's wife's behavior toward him?
    a. He felt very sad about it.
    b. He felt satisfied about it.
    c. He was really angry with them.
    d. He was always complaining about it.

12. What did the old grandfather's son and his son's wife do after they realized their mistake?
    a. They scolded their son.
    b. They let their son eat at the table.
    c. They let their father eat at the table.
    d. They did not say anything.

13. What does the word "he" in paragraph 2 sentence 4 refer to?
    a. The old grandfather.
    b. The old grandfather's son.
    c. The wife of the old grandfather's son.
    d. The four year old grandson.

14. What does the word "they" in paragraph 5 sentence 2 refer to?
    a. The man and the grandson.
    b. The man and the woman.
    c. The woman and the grandson.
    d. The man and the grandfather.

15. Which of the following words is the antonym of “weak”?
    a. Feeble.
    b. Fragile.
    c. Strong.
    d. Frail.

16. Which of the following words is the synonym of “enough”?
    a. Less.
    b. Correct.
    c. Many.
    d. Adequate.

Text 2

A Stupid Man and His Cows

One day, a stupid man went to market. He bought six cows. After that, he rode one cow home and made the others walk in front of him. On the way he counted them, but he could only see five cows. He counted them again and again. He was certain that he had lost one. He was afraid that he would be scolded by his wife.

His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was very careful.

Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less. There was one more.

(Adapted from: http://www.pitt.edu)

17. How many cows did the stupid man buy?
    a. One.
    b. Five.
    c. Six.
    d. Seven.

18. On his way home, how many cows did he see?
    a. One.
    b. Five.
    c. Six.
    d. Seven.

19. Which of the following statements is true according to the text?
    a. The stupid man spent much money on cows.
    b. The stupid man was scolded by his wife.
    c. The stupid man thought that he had lost one of his cows.
    d. The stupid man lost one cow on his way home.

20. What does the word "them" in paragraph 1 line 3 refer to?
    a. The others.
    b. The cows.
    c. The lost cows.
    d. One of the cows.

21. Which of the following words is the synonym of "stupid"?
    a. Unlucky.
    b. Diligent.
    c. Bright.
    d. Dull.

22. Which of the following words is the antonym of "certain"?
    a. Sure.
    b. Unsure.
    c. Positive.
    d. Clear.

Questions number 22-28 are not based on the texts.

23. Arrange the following utterances into a good dialogue between Adi and Sanusi
    1. I'm Sanusi. Is that you, Adi?
    2. Hello? Who is calling please?
    3. Of course. It's 641667.
    4. Okay, thanks for the information. Anyway, I'll hang up now. Bye.
    5. Yes, there is. I want to know Angelina's phone number. Do you have it?
    6. Yes, it is. By the way, is there any business?
    7. Bye.

    The correct arrangement is …
    a. 2 – 1 – 6 – 5 – 3 – 4 – 7
    b. 2 – 1 – 6 – 5 – 4 – 3 – 7
    c. 1 – 2 – 6 – 5 – 3 – 4 – 7
    d. 1 – 6 – 2 – 5 – 3 – 4 – 7

24. Asep : Would you pass me the sugar, please?
    Sanusi : … Here you are.

a. I don't think I would
b. Sure
c. I don't think I could reach it
d. I'm sorry, I do not like sugar

25. Fredy : What do you think about this building?
    Wayan Legawa : ... It looks fragile.
    a. I think this building is very old
    b. I think it is new
    c. I think it is dirty
    d. I think this building is very beautiful

26. Andi : Fredy is very careless. What do you think about that?
    Sanusi : ... He often forgets where he puts his keys.
    a. I cannot feel that it is right
    b. I don't think so
    c. I think that's wrong
    d. I think you are right

27. Asep : You look very busy with that assignment. Would you like me to help you?
    Adi : ... I must do it by myself.
    a. Thank you, I would
    b. That would be very nice
    c. That's very kind of you, but it's an individual assignment
    d. Yes, please. I really need a help

28. Angelina : Fredy is a nice person. Don't you think so?
    Elizabeth : ... He always likes to help anyone in need.
    a. You're right
    b. I'm not sure
    c. That's wrong
    d. I really don't think so

Speaking Section

Instruction:
Tell your classmates about one of your experiences in watching a live performance.

Writing Section

Read any legend, and then rewrite it in your own words (about 150 words).

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PICTURE SOURCES

UNIT 1

Picture 1.1-1.14 writer's document, Picture 1.15 www.images.google.co.id, Picture 1.16 www.dogbreedinfo.com, Picture 1.17-1.18 www.images.google.co.id, Picture 1.19 www.kapanlagi.com, Picture 1.20–1.21 www.images.google.co.id

UNIT 2

Picture 2.1-2.6 www.images.google.co.id, Picture 2.7 www.kato-naohiko.com, Picture 2.8-17 writer's document, Picture 2.18 www.wikipedia.com, Picture 2.19 www.images.google.co.id, Picture 2.20 www.static.iamcool.net, Picture 2.21 www.keithboykin.com, Picture 2.22 www.music-artists.org, Picture 2.23 www.img2.timeinc.net, Picture 2.24 www.images.google.co.id, Picture 2.25 www.blog.indosiar.com

UNIT 3

Picture 3.1-3.3 www.wikipedia.com, Picture 3.4 www.indo.com, Picture 3.5 www.wikipedia.com, Picture 3.6-3.8 writer's document, Picture 3.9 www.images.google.co.id, Picture 3.10 writer's document

UNIT 4

Picture 4.1 clipart collection, Picture 4.2-4.3 writer's document

UNIT 5

Picture 5.1 clipart collection, Picture 5.2-5.3 writer's document

UNIT 6

Picture 6.1 www.northeaststage.com, Picture 6.2-6.4 writer's document, Picture 6.5 www.images.search.yahoo.com

UNIT 7

Picture 7.1 writer's document, 7.2-7.8 www.images.google.co.id

UNIT 8

Picture 8.1 www.images.google.co.id, Picture 8.2 writer's document, Picture 8.3 www.jawakidul.nl/nyirara.htm, Picture 8.4 www.loelem.santacruz, Picture 8.5 www.images.google.co.id

UNIT 9

Picture 9.1-9.10 writer's document, Picture 9.11 www.images.google.co.id

APPENDIX 1: LISTENING SCRIPTS

UNIT 1

Task 2

Things in My Bag

My name is Putri. I am a student of Grade VIII. I have a new red bag. Today I bring some things in it. I bring my purse. It is a white purse. There is a plastic pencil case. It is a pink pencil case. There are also a hat, four note books, and four text books. I bring my hat because there will be a flag ceremony. Math, English, Biology and History are the lessons for today.

UNIT 2

Task 2

Ida and Laila are talking about Sherina.

Ida	:	Laila, did you watch Sherina's performance on TV last night?
Laila	:	Of course. She is my idol. She looked beautiful with her new hair cut.
Ida	:	You're right. I like her brown wavy hair. What do you think?
Laila	:	I think so. She also looked nice in her black gown.
Ida	:	What a gorgeous girl!
Laila	:	Besides, she's very talented. She wrote her own songs. She's the real idol.

Task 4

The Adorable Daniel Radcliffe

My idol is Daniel Radcliffe. His full name is Daniel Jacob Radcliffe. His nick name is Dan. He was born in Fulham, London, 23 July 1989. Dan has dark brown hair. The colour of his eyes are blue. His height is about 168 cm. He is an intelligent and a humorous person. I admire him since his first appearance in "Harry Potter and The Sorcerer Stone". I think he is a good actor.

Task 3

Borobudur Temple

Borobudur is a Buddhist monument in Central Java. It is one of the most interesting tourist attractions in Indonesia. It was built in the ninth century. Borobudur has 2,672 reliefs and 504 Buddha statues. The reliefs illustrate the journey of pilgrims to three levels in Buddhist cosmology. Those three levels are *Kamadhatu*, *Rupadhatu*, and *Arupadhatu*. Borobudur is still used for pilgrimage. Once a year Buddhists in Indonesia celebrate Vesak there.

(Adapted from: http://en.wikipedia.org)

Task 5

Sanusi : Indonesia has so many beautiful places. They could attract many foreign tourists. Do you agree with me?
Ketut Tantri : Yes, I do. However, many of those places are still not well managed.
Sanusi : That's right. The government should pay more attention to them. It's their duty to do that.
Ketut Tantri : I don't think so.
Sanusi : Why?
Ketut Tantri : Well, it's not only the government's duty. It's also our responsibility to help them manage those potential places.

Task 2

Putri : Hi, Adi! How was your holiday?
Adi : It was fun. I went to Bali.
Putri : Really? I also went to Bali last year. Did you visit Kuta Beach?
Adi : Of course. It was my first destination.
Putri : So, what do you think of the beach?
Adi : I think Kuta Beach is the most beautiful beach I've ever visited.
Putri : You're right. What do you feel about the sunset?
Adi : The sunset is wonderful.

Task 4

Laila	: What is your plan for the holiday next week?
Asep	: Umm,.. I have no idea. What about you?
Laila	: I plan to go to Yogyakarta.
Asep	: You went there last holiday, didn't you?
Laila	: Yes, I did. However, I haven't visited some places, like Kasongan and Kotagede. Have you ever visited those places?
Asep	: Of course. They were the main destinations when I first went to Yogyakarta.
Laila	: What do you think about Kasongan?
Asep	: I think it is a unique place. It is a village where most of its people produce potteries and other art works.
Laila	: That sounds interesting. Do you think that Kotagede is also interesting?
Asep	: Yes, it is. Like Kasongan, many of its people produce art works. However, they produce silver crafts. You won't be disappointed if you visit those places.

Task 6

Holiday in Kupang

Last month I went to Kupang with my brother to visit our aunt. On the first day, our cousin took us to Rote. From Kupang, we took 1 1/2 hours on the fast ferry. The waves there were very strong. We visited a fishing village there. After that, we went on a small boat to see a seaweed farming project. Well, finally, we came back home in the evening. That was one of our great days in Kupang and we were so happy.

UNIT 5

Task 2

Fredy	:	Hi, Elizabeth. How was your holiday?
Elizabeth	:	It was great.
Fredy	:	Well, I heard you went to Pangandaran last week.
Elizabeth	:	That's not true. Actually, I went to Telaga Sarangan.
Fredy	:	Where is it?
Elizabeth	:	It is in Magetan, East Java.
Fredy	:	Did you have any interesting experience there?
Elizabeth	:	Of course. I had my first horse riding.
Fredy	:	Was that scary?
Elizabeth	:	Yes, at first, it was scary, but then it was fun. I really enjoyed it.

Fredy : Really? It sounds interesting. I'd like to try it. Shall we go there next year?
Elizabeth : I'd love to.

Task 5

Fredy : Hey Adi, weren't you at the railway station yesterday? I saw someone whom I thought it was you. I didn't have a chance to say 'hello' anyway.
Adi : I'm afraid that's not true. I was at home yesterday.
Fredy : Really? Didn't you go anywhere yesterday?
Adi : Absolutely not. Anyway, what did you do at the railway station?
Fredy : I picked up my cousin. This is his first time to visit this town.
Adi : Is he your cousin from Papua that you ever told me about?
Fredy : That's it.
Adi : Was that your first time to meet him?
Fredy : Yes, that's right. I was holding a poster with his name on it so that he could recognise me.
Adi : That was interesting.

Task 6

Getting on the Train

I had a funny experience when I had to catch a train for a meeting. I have never been travelled on train before. I took an early morning train to where I had to meet my professor. At the station I read a sign – For Oakliegh Station, Please Board Four Rear Cars Only. Then I boarded the train but did not notice the position of my carriage. When I got to my destination, the train door was locked. It would not open. I panicked and forced it to open. I thought there must be something wrong. There was no platform. So I jumped down the train lines and had to cross the railway lines to reach platform. A fast train came from the other direction. I was so shocked and surprised. After I met my professor, I told him my train story. He explained, if the sign says *please board four rear cars only*, it means that the train only has a short platform. I realized that I was so stupid but I was so lucky that morning.

(Adapted from: KGRE, September 2006)

REVIEW 1

1. Woman : Would you help me move this cupboard?
   Man : All right.

2. Woman : You look cute with your new hair cut.
   Man : Thank you for saying so.

3. Woman : Congratulations on winning the Physics Olympiad.
   Man : ….

4. Man : I think all animals in the zoo should be locked up in cages.
   Woman : I don't think so.

5. Woman : Would you come to my birthday party tomorrow?
   Man : I'd love to.

6. Man : What do you think about our new teacher?
   Woman : I think he is very talkative.

7. Woman : I heard you bought a new red car yesterday.
   Man : …. I just repainted my old car.

8. Woman : I heard you bought a new red car yesterday.
   Man : That's not true. I just repainted my old car.

UNIT 6

Task 2

Asep : Hello? Who is calling, please?
Fredy : I'm Fredy. Can I speak to Asep?
Asep : Yes, this is Asep. What's up?
Fredy : I missed the Band Festival last night. I need you to tell me about it. How was it going?
Asep : It was a great festival. There were 20 participants. All of them presented their best performances. Why didn't you come last night?
Fredy : I was still in Surabaya. I had to attend my cousin's wedding party.

Asep : I see.
Fredy : By the way, how was the performance from our school band?
Asep : It was good enough. However, the winner was the band from SMP 5.
Fredy : Well, it surprises me. Anyway, thanks a lot for the information. It was nice talking with you. Bye.
Asep : Bye.

UNIT 7

Task 2

Jack-O'-Lantern

Once upon a time, there was a man named Jack. He was a drunkard and trickster. One day, he tricked Satan up a tree. He carved an image of a cross in the tree's trunk to trap the devil. Jack made a deal with the devil. If the devil would never tempt him again, he would promise to let him down the tree.

After Jack died, he was forbidden to enter Heaven because of his wickedness. He was also forbidden to enter Hell because he had tricked the devil. Instead, the devil gave him a single hot coal to light his way through the darkness. The coal was placed inside a hollowed-out turnip to keep it glowing longer.

Originally, the Irish used turnips as their "Jack's lanterns". However, when the immigrants came to America, they found pumpkins were more plentiful than turnips. Therefore, the Jack-O'-Lantern in America was a hollowed-out pumpkin, lighted with a hot coal.

Jack-O'-Lantern has become one of the symbols of Halloween. Halloween is celebrated on 31st October. It is now celebrated most commonly in United States, Canada, Ireland, the United Kingdom, Australia and New Zealand. It has also been celebrated in some parts of Western Europe.

(Adapted from: http://www.wikipedia.org)

UNIT 8

Task 2

Laila : Putri, do you know the legend of Nyi Roro Kidul?
Putri : Of course. It's a famous legend. Why do you ask me?
Laila : I need some information about it for my assignment. The teacher asked us to write comments on a legend.
Putri : I see.
Laila : Anyway, what's the legend about? I don't really remember about it.

Putri : It is about a beautiful princess who was cursed to have a terrible disease. No one could cure her disease. Then, she found out that the water of south ocean cured her magically. She became the queen of south ocean.

Laila : Okay, now I remember. By the way, what's your opinion about the story?

Putri : I think the story is interesting. Besides, it teaches us some moral values.

Laila : What moral values do you mean?

Putri : It teaches us to be strong and patient.

Laila : You're right. However, do you think that she's weak because she could not do anything to cure her disease?

Putri : I don't think so. I think she's strong enough just to go through it all.

Laila : Okay. Thanks for the information.

UNIT 9

Task 2

The Lion and the Bear

On a summer day, when the hot weather made the animals thirsty, a Lion and a Bear came at the same time to a river to drink. They argued which one of them should drink first. Soon, they were fighting. When they stopped for a moment, they saw some eagles. Those eagles were watching in the distance. They waited for the one who would die first. Finally, the Lion and the Bear stopped fighting. The Lion said, "It is better for us to be friends."

(Adapted from http://etext.lib.virginia.edu)

Task 3

Sanusi : Adi, do you know the story of "The Lion and The Shepherd"?

Adi : Of course. Why?

Sanusi : What do you think about the story?

Adi : I think it's very touching. Don't you think so, Fredy?

Fredy : I don't think so.

Sanusi : Why?

Fredy : I think the story is plain.

Adi : That's wrong. The story contains moral values.

Fredy : What moral values do you mean? It's just a fiction. It's not real.

Sanusi : Yes, that's true, but we can see the story from different point of view.

Adi : You're right. We learn about friendship from the story. Do you agree with me, Fredy?

Fredy : Yes, I do.

1. Woman : Hello? Can I speak to Fredy?
   Man : Sure. Wait a minute.

2. Woman : Anyway, It's time for me to hang up. Bye.
   Man : Bye.

3. Woman : Well, I'm afraid I must go now. I have to take my sister to school.
   Man : Okay. Take care.

4. Man : Do you think you can help me clean this room?
   Woman : Why not?

5. Woman : May I borrow your pencil?
   Man : I'm sorry. I'm using it at the moment.

6. Man : What do you feel about the movie we watched last night?
   Woman : I feel sad that it ended tragically. I hate sad endings.

7. Woman : Can I offer you a drink?
   Man : Oh, yes, please.

8. Woman : Do you agree if I meet you tomorrow morning?
   Man : Yes, I do. I will need you to tell me more about the news.

9. Woman : I think I cannot go to Putri's birthday party. My parents will not let me go out alone after 7 pm.
   Man : I see. Maybe you should ask your brother to accompany you.

APPENDIX 2: ANSWER KEY

Review 1

1.	A	11.	C	21.	B
2.	B	12.	B	22.	D
3.	A	13.	B	23.	A
4.	B	14.	A	24.	C
5.	C	15.	D	25.	C
6.	D	16.	A		
7.	A	17.	B		
8.	A	18.	D		
9.	C	19.	A		
10.	C	20.	B		

Review 2

1.	A	11.	A	21.	D
2.	C	12.	C	22.	B
3.	B	13.	A	23.	A
4.	B	14.	B	24.	B
5.	A	15.	C	25.	A
6.	D	16.	D	26.	D
7.	B	17.	C	27.	C
8.	B	18.	B	28.	A
9.	C	19.	C		
10.	B	20.	B		

GLOSSARY

adjectives	: (*grammar*) word which describes a noun
admitting facts	: confess that something is true
adverb	: (*grammar*) word which modifies a verb, an adjective, another adverb, or a whole sentence
agreeing	: saying yes to someone
agreement	: same thinking
antonym	: word which means the opposite
article	: one of the parts of speech; '*the*' *is the definite article;* '*a*' *is the indefinite article*
asking for opinions	: asking for what someone thinks about something
comparatives	: form of an adjective or adverb showing an increase in level; '*happier*', '*better*' *and* '*more often*' *are the comparatives of* '*happy*', '*good*' *and* '*often*'
compliments	: remark which praises someone *or* something
congratulations	: good wishes to someone who has done well
connecting words	: words that connect one sentence with another
conversation	: talk (*kb*)
countable noun	: noun which can be counted
denying facts	: to state that something is not correct
descriptive text	: text that functions to describe a particular thing.
dialogue	: conversation between two people
disagreeing	: saying that you do not think the same way as someone
expression	: word or group of words
invitation	: letter, card, asking someone to do something
legend	: story from the past which may not be based on fact
narrative text	: text that tells a story containing moral values
noun	: (*grammar*) word which can be the subject of a verb and is used to refer to a person or thing
offering something	: saying that you will give or do something to someone
opinion	: what someone thinks about something
passive	: form of a verb which shows that the subject is being acted upon
past continuous tense	: form of a verb that shows something being done in the past
phrase	: short sentence or group of words
present simple tense	: form of a verb that shows a time in the present
pronunciation	: way of speaking words
proverb	: saying which teaches you something

recount text	:	text that tells a sequence of events in a chronological order.
riddle	:	puzzling question to which you have to find the answer
sentence	:	words put together to make a complete statement, usually ending in a full stop
simple past tense	:	form of a verb which shows a time in the past
statement	:	clearly written or spoken description of what happened
superlatives	:	form of an adjective or adverb showing the highest level *when compared with another; 'biggest' is the superlative of 'big'*
synonym	:	word which means nearly the same thing as another word
tongue twister	:	phrase (like 'red lorry, yellow lorry') which is difficult to say quickly
uncountable noun	:	noun which can be counted
verb	:	(*grammar*) word which shows an action, being or feeling, etc.
vocabulary	:	words used by a person or group of persons
vowel	:	one of the five letters (a, e, i. o, u) which represent sounds made without using the teeth, tongue or lips

SUBJECT INDEX

Scaffolding: English for Junior High School Students Grade VIII disusun dengan acuan Standar Isi mata pelajaran bahasa Inggris 2006. Materi dan tugas pembelajaran dikembangkan dengan prinsip-prinsip **Pendekatan Komunikatif** untuk mengembangkan kompetensi siswa dalam keempat keterampilan berbahasa, yaitu menyimak, berbicara, membaca, dan menulis yang diorganisasikan ke dalam dua siklus pembelajaran, yaitu siklus lisan dan siklus tulis. Sementara siklus lisan menekankan pengembangan keterampilan berbahasa lisan (menyimak dan berbicara), siklus tulis mengembangkan keterampilan dalam berbahasa tulis (membaca dan menulis). Sesuai dengan prinsip keterpaduan dalam pembelajaran bahasa, kedua siklus tersebut mengembangkan keempat keterampilan berbahasa secara terintegrasi. Baik siklus lisan maupun siklus tulis tersusun atas empat macam kegiatan pembelajaran, yaitu pembuka, pajanan terhadap bahasa Inggris, penjelasan mengenai unsur-unsur kebahasaan, dan latihan berkomunikasi dalam bahasa Inggris secara terbimbing maupun bebas. Untuk pengayaan dan evaluasi, setiap unit dilengkapi dengan tugas terstruktur berupa pekerjaan rumah dan evaluasi.

Joko Priyana, Ph.D., memperoleh gelar sarjana Pendidikan Bahasa Inggris dari IKIP Negeri Yogyakarta tahun 1989, MA dalam bidang TESOL dari Canberra University, Australia tahun 1995, dan Ph.D. dalam bidang Applied Linguistics dari Macquarie University – Sydney tahun 2003. Sejak tahun 1990 penulis adalah dosen pada program studi Pendidikan Bahasa Inggris di FBS UNY.

Arnys R Irjayanti, saat ini sedang menyelesaikan studi S1 pada program studi Pendidikan Bahasa Inggris di Universitas Negeri Yogyakarta.

Virga Renitasari, saat ini sedang menyelesaikan studi S1 pada program studi Pendidikan Bahasa Inggris di Universitas Negeri Yogyakarta.

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